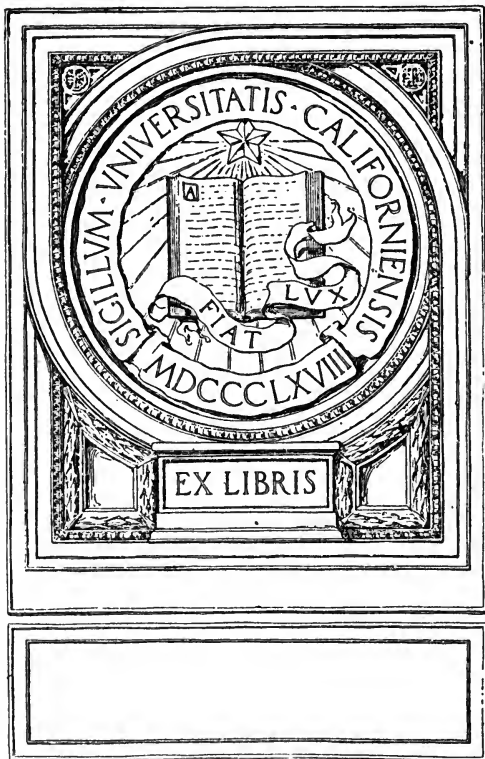




GIFT OF

Rev. Ralph Hunt.



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HIS GRACE THE MOST REVEREND EDWARD J. HANNA, D. D.



COURSE OF STUDY

FOR THE

ELEMENTARY AND GRAMMAR
GRADES



ARCHDIOCESE OF SAN FRANCISCO
OFFICE OF THE SUPERINTENDENT OF SCHOOLS
50 Oak Street, San Francisco

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**Mandate of The Most Reverend Archbishop Con-
cerning the Course of Study in Catholic
Elementary and Grammar Schools.**



Office of the Archbishop
1100 Franklin Street
San Francisco, California

May 23, 1922.

*To the Reverend Pastors of the Archdiocese of San Francisco,
the Superiors of the Religious Communities teaching
therein, the Principals and Teachers of our Parish
Schools.*

Dearly Beloved in Christ:

Since the time the Pastoral Office in this Archdiocese was committed to our charge, nothing has been closer to our heart than the education of our Catholic children.

For this purpose, in the year 1915, we established the office of Superintendent of Schools, and appointed the Rev. Ralph Hunt, S. T. L., to that position, with the duty of examining, systematizing, and co-ordinating the programs of instruction in our Elementary and Grammar Schools.

To assist him in this delicate undertaking he established, with our advice and approval, a Scholastic Council, composed of representatives from all the Communities engaged in the work of teaching in these schools.

For the past four years, this Council, in close conjunction with our Superintendent, has been working on a complete

Course of Study in secular subjects, and has presented the result of their labors for our approval.

In accordance with the duty laid upon us by Canon 1336 of the Codex Juris of Pius X of blessed memory: "Ordinarii loci est omnia in sua diocesi edicere quae ad populum in Christiana doctrina instituendum spectent: et etiam religiosi exempti, quoties non exemptos docent, eadem servare tenentur," we adopted and imposed as the standard text for our Archdiocese the Catechism provided for in Titulus VII, Cap. II, Number 219 of the Decrees of the Third Plenary Council of Baltimore, commonly known as the "Baltimore Catechism."

Moreover, we committed to the Scholastic Council the duty of organizing, grading, enriching and otherwise completing religious instruction on the basis of this Baltimore Catechism, to suit the age and capacities, the needs and opportunities of our children.

We have now received the report of the Scholastic Council, adopted unanimously, and approved by our Superintendent of Schools, covering the Elementary and Grammar Grades in Religion, as well as the secular subjects, and after careful examination and revision we hereby approve of the same, and, in virtue of our ordinary authority, order and command that its provisions be observed by all teachers in the schools subject to our jurisdiction, and we earnestly request the Reverend Pastors of the Archdiocese, the Superiors of the Religious Communities, and all others engaged in the work of Christian Education to co-operate in every way with our Superintendent of Schools in carrying out this program, in order that so great a work may have its full fruition in the instruction of youth and the salvation of souls, calling to their minds the weighty words of the Codex Juris, Canon 467, on the Duties of Pastors, which are applicable to all engaged in Catholic Education: "Maximam curam adhibere in Catholica puerorum institutione," their greatest care is to be set in the training of Catholic youth.

Always devotedly in Christ,

(Signed) ✠ EDWARD J. HANNA,

Archbishop of San Francisco.

REPORT OF THE SCHOLASTIC COUNCIL.

*To His Grace, the Most Reverend Edward J. Hanna, D. D.,
Archbishop of San Francisco.*

Most Reverend Archbishop:

The Scholastic Council, having completed the work of organizing the Studies of the Elementary and Grammar Schools of the Archdiocese, begs respectfully to submit the following report and recommendations:

1. Courses have been prepared in Reading, Language, Grammar and Composition, Spelling, Arithmetic, History and Geography.

2. These courses should be obligatory in the Parish Schools of the Archdiocese.

3. Lists of approved text books have been selected for the secular courses. The teachers are free within the limits of these lists. Other text books should not be substituted except by permission of the Superintendent.

4. Branches not included in the aforesaid courses, e. g., Music, Drawing, Penmanship, Elementary Science, Hygiene, Physical Education, and Needlework, should be taught with the attention due to their importance. In the judgment of the Scholastic Council the provisions already made for the treatment of these branches by the various communities will, for the present, satisfactorily meet the situation.

5. In regard to Music, however, the Council is in favor of the Catholic Education Music Course by Mrs. Justine Ward. It comes from a Catholic source, and has the endorsement of the Catholic University. It is also well adapted to our schools, and many of our teachers have been trained already in its requirements. The Council, therefore, strongly recommends its adoption by the schools wherever and whenever feasible.

6. As authorized by Your Grace, the Scholastic Council also prepared a Course of Study in Religion. This course is based upon the text of the Baltimore Catechism, which text has been imposed as obligatory by Your Grace's authority. No authoritative ruling having been made in regard to the other text books necessary for the course, the Council strongly recommends the Text Books of Religion, and Liturgy by Father Yorke, (1) because they are best adapted to the requirements of the course, the

subject-matter of which (with the exception of Church History, Grade Eight) they cover in all essential details; (2) because they have proved their worth by many years of valuable service rendered in the cause of religious instruction, not only in the Archdiocese of San Francisco, but in the Dioceses of the country at large.

The above report and recommendations were adopted unanimously at a meeting held on May 20, 1922, at the office of the Superintendent, 50 Oak street, San Francisco.

Respectfully submitted,
(Signed) SISTER MARY LIGUORI,
Secretary of Scholastic Council.

SCHOLASTIC COUNCIL.

1922.

Superintendent.....Rev. Ralph Hunt, S. T. L.
 Brothers of the Christian Schools.....
 Brother Z. Joseph, Brother Vivian
 Brothers of Mary.....Brother Peter, Brother Joseph
 Daughters of Charity of St. Vincent de Paul.....
 Sister Caroline, Sister Helena
 Sisters of Charity, B. V. M...Sister M. Remi, Sister M. Casia
 Sisters of the Holy Cross.....
 ...Sister Immaculate Conception, Sister Joseph Alemie
 Sisters of the Holy Names of Jesus and Mary.....
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 Sisters of Mercy.....Sister M. Liguori, Sister M. Stephanie
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 Sister M. Dolorosa, Sister M. Ildephonsa
 Sisters of St. Joseph (Carondelet).....
 Mother Mary of Angels, Sister Ida
 Ursuline Sisters.....Mother Angela, Mother Berchmans

CONTENTS.

Mandate of the Most Reverend Archbishop	iii
Report of the Scholastic Council	v
Scholastic Council	vi
Rules and Regulations	ix

RELIGION.

Introductory	1
Grade One-A	7
Grade One-B	8
Grade Two-A	9
Grade Two-B	9
Grade Three-A	10
Grade Three-B	11
Grade Four-A	12
Grade Four-B	13
Grade Five-A	13
Grade Five-B	14
Grade Six-A	15
Grade Six-B	16
Grade Seven-A	17
Grade Seven-B	17
Grade Eight-A	18
Grade Eight-B	19

READING.

Aims	21
Grade One-A	22
Grade One-B	22
Grade Two-A	26
Grade Two-B	26
Grade Three-A	28
Grade Three-B	28
Grade Four-A	30
Grade Four-B	30

READING AND LITERATURE.

Grades Five-A and Five-B.....	33
Grades Six-A and Six-B.....	36
Grades Seven-A and Seven-B.....	38
Grades Eight-A and Eight-B.....	42

SPELLING.

Outline	47
---------------	----

LANGUAGE, GRAMMAR AND COMPOSITION.

Foreword	51
Grade One-A	52
Grade One-B	54
Grade Two-A	56
Grade Two-B	59
Grade Three-A	62
Grade Three-B	66
Grade Four-A	69
Grade Four-B	73

Grade Five-A	73
Grade Five-B	79
Grade Six-A	80
Grade Six-B	84
Grade Seven-A	85
Grade Seven-B	90
Grade Eight-A	91
Grade Eight-B	96

ARITHMETIC.

Grade One-A	97
Grade One-B	98
Grade Two-A	99
Grade Two-B	100
Grade Three-A	102
Grade Three-B	103
Grade Four-A	104
Grade Four-B	106
Grade Five-A	107
Grade Five-B	109
Grade Six-A	111
Grade Six-B	113
Grade Seven-A	115
Grade Seven-B	119
Grade Eight-A	122
Grade Eight-B	124

GEOGRAPHY.

Aims	129
Grade Three-A	130
Grade Three-B	132
Grade Four-A	136
Grade Four-B	138
Grade Five-A	141
Grade Five-B	146
Grade Six-A	149
Grade Six-B	155
Grade Seven-A	160
Grade Seven-B	165
Grade Eight-A	171
Grade Eight-B	174

HISTORY.

Introduction	179
Grade One-A	181
Grade One-B	182
Grade Two-A	183
Grade Two-B	184
Grade Three-A	185
Grade Three-B	186
Grade Four-A	187
Grade Four-B	188
Grade Five-A	189
Grade Five-B	190
Grade Six-A	192
Grade Six-B	192
Grade Seven-A	194
Grade Seven-B	195
Grade Eight-A	198
Grade Eight-B	200

RULES AND REGULATIONS.

Each teacher should be provided with a copy of this Course of Study, and should be familiar not only with the requirements of his or her grade, but with the requirements of the grades that precede and follow it.

This Course represents the minimum of scholarship to be attained in the various grades.

A "Daily Schedule of Studies" should be arranged by the school principals and a copy posted in the respective class rooms.

Attention should be given to the following points concerning the physical welfare of the pupils: (1) Cleanliness and neatness of pupils and class rooms; (2) proper seating of pupils; (3) lighting, ventilation and temperature of class rooms; (4) recreation; (5) fire drills; (6) compliance with the rules of local school health-inspection authorities.

The morning school session should open in the following manner. The children should be assembled in school yard or hall, or in the respective class rooms, and salutations given:

(1) **To the Cross**, the symbol of our redemption, with the words:

"Hail, O Cross! Brighter than the stars! Thy name is honorable upon earth! To the eyes of men thou art exceeding lovely! Holy art thou among all things that are earthly! Thy transom made one only worthy balance whereon the Price of the World was weighed! Sweetest wood and sweetest iron, sweetest Weight is hung on thee! O that every one who is here gathered this day to praise thee may find that thou art indeed salvation for him. Amen."

(2) **To the Flag**, the symbol of our country, with the words:

"I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one nation indivisible, with liberty and justice for all."

Conclude with verse of "Star-Spangled Banner."

For the regular school prayers and religious exercises during the day the schools will follow their established customs.

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COURSE OF STUDY IN RELIGION.

INTRODUCTORY.

While no hard and fast rules are laid down for carrying the subjoined Course into effect, the following general considerations and directions should be carefully borne in mind:

Bible History:

The chief purpose of Bible History in Elementary Religious Instruction is to illustrate the Catechism. Therefore, these two subjects should not be pursued independently but should be closely combined. The method of procedure may be briefly indicated as follows: In teaching the doctrine of Original Sin, the children's minds should be prepared by the history of the Fall; the scriptural history of the Blessed Eucharist in type, promise, and fulfilment should prepare the way for the doctrines concerning that sacrament; the doctrine of contrition should be illustrated by examples, such as that of David, St. Peter, etc.; and in like manner all the other important doctrines should be presented to the children in their appropriate scriptural setting. The result will undoubtedly be a deeper and richer knowledge of the truths of the Catechism. A religious textbook in which this correlation of Bible History and Catechism is worked out will be of great assistance to the teacher.

For the first two or three years little emphasis need be placed upon the Catechism. During these tender years of the child instruction is best given orally and through the medium of Bible stories. After that, however, the Catechism should be strongly emphasized throughout the Course.

It is important also to make the teaching of Bible History coincide with the seasons of the Ecclesiastical year. This is especially applicable to the life of Our Lord. The Birth and Infancy should, therefore, be taught around Christmas, the Public Life and Passion in Lent, and the Glorious Life after Easter. The Course is so constructed as readily to admit of this arrangement.

Church History:

Church History, being a continuation of Bible History,

serves the same purpose in Elementary Religious Instruction. The style of treatment is also similar. The teacher refers to some historical event or personage explanatory of the doctrines of the Catechism under consideration. Thus, in teaching the doctrine of the Immaculate Conception, she refers to the apparitions at Lourdes; in connection with certain virtues she calls attention to saints who were conspicuous for these virtues, and so on. In the last year a more connected and formal treatment may be undertaken. The history should be presented, not as a mass of lifeless dates and facts but as a series of vivid pictures. Visual helps should be used, such as maps, pictures of persons, places, events, etc.

Liturgy:

A systematic treatment of the Liturgy is obviously out of the question at this stage. The function of Liturgy in the grades is, like the subjects previously considered, to assist and reinforce the teaching of the Catechism. All that may be expected, therefore, is the explanation of such liturgical matters as arise in connection with the Catechism, with the addition, perhaps, of occasional lessons devoted to the Liturgy itself. The amount of liturgical knowledge acquired even in this informal way is by no means inconsiderable. It is possible to give the children, before the completion of their grammar school course, a fair acquaintance with the subject; at least they will, by this preliminary training, be enabled to assist with better understanding at their devotional exercises, and some foundation will be laid for the more systematic study that is undertaken later on.

The liturgical topics that should enter into the children's instruction are specified in the Course. Of these, by far, the most important is the Mass, and it should receive special care and attention. A children's Mass Book, containing the Order of the Mass, will be necessary to fulfil the requirements. The directions for its use are sufficiently explicit.

Prayers:

In teaching the Prayers the teacher should keep a two-fold object in view—to teach the form correctly, and make clear, according to the mentality of the child, the meaning of the prayer. From the outset she should endeavor to secure verbal accuracy. Experience proves that this can be done even with very young children, as it also proves that the mistakes of childhood are often carried to

old age. There are certain common mistakes, known to every teacher, that invariably appear with each new generation of children. Example of such mistakes are: In the **Confiteor**, "I Beseech to Blessed Mary"; in the **Act of Contrition**, "I detest to all my sins," "I dread the lost of Heaven." The teacher should be on the alert for these and similar mistakes and correct them before the erroneous habit grows. She should also guard against the very natural tendency of children to confuse certain prayers because of some similarity of the wording. Compare such forms as the following: **Apostles' Creed**—"I believe in God, the Father Almighty, Creator of heaven and earth"; **Nicene Creed**—"I believe in one God, The Father Almighty, Maker of heaven and earth and of all things visible and invisible." **Apostles' Creed**—"From thence He shall come to judge the living and the dead. I believe in the Holy Ghost"; **Act of Faith**— . . . "and that He will come to judge the living and the dead. I believe these and all the truths." Children easily slip from one form to another unless care is taken to prevent it. It will be of great advantage, when the children have advanced sufficiently, to institute written tests to prove the accuracy of their knowledge. The teacher should also explain the meaning of the prayer. To this end she will draw upon their knowledge from other sources—Catechism and Bible History, for instance, to point out the doctrine or doctrines embodied in the prayer. Then follow the explanation of the words, the analysis of the sentences, to show how in reality the doctrines are contained in the prayer. The exegesis, however, should not be allowed to develop into a grammar lesson, for this is likely to detract from the sacredness of the prayer.

The Catechism:

Since the Catechism contains the necessary truths of faith and bears moreover the seal of the Church's authority, the whole question of elementary religious instruction resolves itself practically into a question of teaching the Catechism. The Catechism therefore, above all the other subjects of the Course, should command the special attention of the teacher.

Her first aim should be to communicate to the children an intelligent knowledge of its contents; her next, to render this knowledge permanent. In connection with the first the important point is the explanation of the doctrines. These are difficult for the children, because of the abstract form in which they are expressed. The business of

the explanation is to overcome or at least lessen this difficulty by presenting them in a form the children can better understand. Everything will depend then upon the teacher's explanation, to which she should devote special attention, taking care to make it as objective and concrete as possible. Bible History and the other subjects furnish a wealth of material for this purpose. Visual helps, such as sacred objects, pictures, etc., may also be used with excellent effect. The treatment of the Catechism is well summed up by Dr. Yorke in the following words: "We must remember that in the Catechesis the Catechism is only a tool and a guide, and that the real work is done by the oral instruction. The ideal of the Catechesis is that the minds of the teacher and of the pupil must be in perfect tune. The teacher not only propounds the doctrine, but illustrates it, analyses it, puts it one way now, another way again, and uses in fact every device of the teaching art, even as our Lord Himself instructed His disciples. Then by means of frequent questions the catechist holds their attention, clears their misapprehensions, systematizes their thoughts, insists on the form of sound words, and, finally, as all teaching consists in getting the pupil's mind to work for itself, encouraging the use of questions from the pupil's side to meet his difficulties and round out his knowledge."*

The children, according to their age and ability, should be furnished with appropriate proofs of the principal doctrines. These are proofs based upon Sacred Scripture, and the living Magisterium of the Church. The advanced pupils should also be furnished with proofs from human reason. It is not necessary to set apart a special time for Apologetics. In the explanation of the doctrines that call for proof, the necessary arguments may be easily supplied. The teacher should remember that one proof that is clear and decisive is better than any number diffuse and inconclusive ones.

In order to make permanent the knowledge acquired, the formulæ of the Catechism should be committed to memory. This point needs all the more emphasis in view of the prevailing tendency to slight the importance of "memory work"—a tendency which is justified neither by the principles of psychology nor the results of experience. The Course requires that the entire Catechism be thoroughly memorized by the end of the sixth grade. If the Catechism drill is carried out effectively in the preceding grades, this result should be easily within the capacity of the pupils.

*"Teaching of Religion," by Rev. P. C. Yorke, D. D.

Two other important points call for brief notice here. They are the training of the conscience and the training of the will.

Training of the Conscience:

The Conscience is not a separate faculty or a sense. It is merely the reasoning faculty viewed in its capacity of judging what is right and what is wrong and, as here considered, it is the reasoning faculty guided by the light of faith. The children enter school with the beginnings of a conscience: in the surroundings of a Christian home they have acquired, in some degree at least, the power of discerning right from wrong, and to foster this power, to strengthen and increase it and bring it to perfection is the difficult and serious task that confronts the teacher. How is this to be done? We may best illustrate by a comparison with the teaching of the secular branches. In Grammar and Arithmetic, for instance, the children are required to learn many rules. But knowledge of rules is not enough. They must acquire a facility in the use of these rules which is only arrived at after they have exercised them frequently upon examples. Eventually they will have reached the stage when they are able to apply the rules correctly, even though they may no longer remember them explicitly. This is precisely what the teacher has to aim at in Religious Instruction. The truths of faith are also rules, rules of Christian conduct, and the training of the conscience means nothing more than imparting a proficiency in the use of these rules in real life; and this proficiency is brought about by the same means, i. e., by application to concrete cases, and especially by application in the every day conduct of the children. By constant exercise of this kind, the children are gradually led to judge all things by supernatural standards, and a well informed, responsive conscience will be the inevitable and happy result.

Training of the Will:

To ensure Christian conduct, which is the ultimate aim of Religious Education, the will must be trained to obey the dictates of the conscience. Many factors contribute to the training of the will, or, what amounts to the same thing, to the upbuilding of Christian character, such as the home, the religious activities of the parish, the religious atmosphere of the school, good companions; but what especially concerns us here is the formal work of training as conducted by the teacher. This consists in the presentation of right motives, accompanied and reinforced by the practice

of the children. All human activity depends upon motives, and each one's character takes its bent from the kind of motives that actuate him. To develop Christian character in the children, therefore, it is necessary that they should find inspiration for their actions in Christian motives, or motives drawn from faith. Only such motives can furnish the basis of morality in any real sense, for they only are strong enough to sustain the will when ambition, disappointment or temporal misfortune would deter from virtue. They are summed up in two—the fear of the Lord, which is the beginning of wisdom, and the love of God, especially made manifest in the work of our redemption.

When the activities aroused in the will in response to supernatural motives are converted into habitual tendencies or habits, the result is what we call Christian character. Habits are formed slowly, and only by constant repetition, and hence side by side with the presentation of right motives must go the personal practice of the children.

Here the factors already mentioned should come to the teacher's aid. The home especially, whose function is to foster piety and to exercise care and vigilance over the children, should be her natural ally. But, unfortunately, it often happens that the teacher may expect little help from that source, for many parents are only too eager to shift their most serious responsibilities to other shoulders. The result is that the teacher is sadly hampered in her work, and she has to redouble her efforts to make up in some measure for the deficiencies of those who by every right should be her most effective support.

The routine of school life affords ample opportunity for the exercise of various virtues, e. g., obedience, truthfulness, reverence, and the like. Temptations also create a constant and urgent need for the exercise of virtue. Even in school days the children must be taught to fight their own battles, not only to overcome present temptations, but also to prepare them for the greater conflicts of after years.

For the rest the teacher must rely upon the Grace of God, without which it is impossible to make even a beginning much less any progress in the supernatural life; and she must, therefore, endeavor by her own earnest prayers, and those of the little ones entrusted to her charge, to bring God's blessing upon her work, realizing that whatever human means she may employ in moulding the children's lives, success will ultimately depend upon Him who alone "giveth the increase."

COURSE OF STUDY IN RELIGION.

GRADE ONE-A.

(All teaching in this Grade is oral.)

Prayers:

Sign of the Cross. Our Father. Hail Mary. Angel of God. Jesus, Mary and Joseph.

N. B. Care should be taken in this and following grades to teach the children correct enunciation and correct form.

Bible History:

"Old Testament": Creation of the Angels; their Fall and Punishment. Creation of the World. Creation of Adam and Eve; their Fall and Its Consequences. Promise of a Redeemer.

"New Testament": Annunciation, Visitation and Birth of Our Lord.

(To be taught in the form of simple narratives, which the children should be encouraged to reproduce in their own simple way. Bible pictures, blackboard sketches, etc., will be of great assistance in all the early grades.)

Catechism:

Baltimore—Kinkead, No. 0. Lessons 1, 2, 3.

N. B. During the first two years the emphasis is less upon the Catechism than upon the Bible narratives. The questions should be thoroughly developed through Bible stories and other means before the children are required to memorize.

Oral Instruction:

Simple instruction on God, His Omnipotence, Providence. The Three Divine Persons. Our Lord. Our Lord's Love of Children. The Blessed Virgin. St. Joseph. Guardian Angel.

Liturgy:

Concert recitation of School Prayers.

Drill:

Sign of the Cross. Behavior in Church. Joining Hands at Prayer. Genuflection. Taking Holy Water.

Hymns:

"Infant Jesus Meek and Mild." "Angel of God."

N. B. The hymns given under this head in each grade are merely directive; other appropriate hymns may be substituted.

GRADE ONE-B.**Prayers:**

As in Grade One-A. The Apostles' Creed. Gloria Patri. Act of Contrition. Short Aspirations.

N. B. Attention should be paid to accuracy and correct enunciation.

Bible History:

"New Testament": Review of Grade One-A. Additional: Herod. The Holy Innocents. Flight into Egypt. Return. Holy Family at Nazareth. Finding in the Temple. Miracle of Cana and some other Miracles of Our Lord. The Last Supper and Institution of the Blessed Eucharist. The Passion, Death, Resurrection, Ascension, Descent of the Holy Ghost.

(An epitome of Our Lord's Life presented orally in the form of simple narratives. Encourage the children to reproduce in their own words.)

Catechism:

Review matter of Grade One-A. Baltimore—Kinkead, No. 0. Lessons 4, 5 (omit Q. 295), 6, 7, 8 (omit Q. 434). Ten Commandments.

N. B. See note under Catechism in preceding grade.

Oral Instruction:

Continue as in Grade One-A. The present discipline requires some children of this grade to receive Holy Communion. They should accordingly receive simple instruction on Sin, Penance, Prayer, the Blessed Eucharist, Real Presence. Obligation of Mass on Sundays.

Liturgy:

School Prayers as in preceding grade.

Drill:

Continue as in Grade One-A. In addition: The Form of Confession. Manner of Receiving Holy Communion.

Hymns:

"O Lord I Am Not Worthy." "Dear Angel Ever at My Side." Or two other suitable hymns.

GRADE TWO-A.**Prayers:**

Review prayers taught in preceding grades. Confiteor. Acts of Faith, Hope, Charity. Short Aspirations.

N. B. Attention should be paid to accuracy and correct enunciation.

Bible History:

"Old Testament": Review the work of Grade One-A. Additional: Cain and Abel. Noah. The Deluge. The Rainbow. Tower of Babel. Abraham. Isaac. Jacob. Moses. The Giving of the Commandments.

"New Testament": The Annunciation, Visitation and Birth of Our Lord. The Shepherds. The Wise Men.

Catechism:

Review the work of Grade One-B. Baltimore—Kinkead, No. 0; Lessons 10 to 16, inclusive. (Omit Lesson on Confirmation.)

N. B. See note under this head in Grade One-A.

Oral Instruction:

More detailed instruction on Original and Actual Sin. Baptism and its necessity. Special attention should be given to preparation for Confession and Holy Communion. Elementary instruction on the Mass. Attention at Mass. Regularity of Attendance and Punctuality. Abstinence on Friday. Fast Days.

Liturgy:

School Prayers as in preceding grades.

Drill:

Continue drill of preceding grades.

Hymns:

"Holy God We Praise Thy Name." "Adeste Fideles." Or two other suitable hymns.

GRADE TWO-B.**Prayers:**

Review those taught in preceding grades. Angelus. Prayer before and after meals. Short Aspirations.

N. B. Attention should be paid to accuracy and correct enunciation.

Bible History:

"New Testament": The Angel and Zachary. Circumcision. Presentation. John the Baptist. The Temptation. Some Miracles of Our Lord. The Calling of the Apostles. St. Peter, the Chief of the Apostles. Palm Sunday. The Last Supper. Passion, Death, Resurrection and Ascension. Descent of the Holy Ghost.

Catechism:

Review of Grade Two-A. Baltimore—Kinkead, No. 0. Lessons 18, 19, 20, 24 and 25.

N. B. See note under this head in Grade One-A.

Oral Instruction:

The work of the preceding grades should be developed according to the growing capacity of the children. In addition: Obedience to Parents, Superiors, Teachers. Respect for Clergy, Religious, Aged Persons, Sacred Things.

Liturgy:

School Prayers as in preceding grades.

Drill:

Continue as in preceding grades.

Hymns:

"Stabat Mater." "Come Holy Ghost." Or two other suitable hymns.

GRADE THREE-A.**Prayers:**

Review those of preceding grades. Hail Holy Queen. Morning Offering. Aspirations.

N. B. Attention should be paid to accuracy and correct enunciation.

Bible History:

"Old Testament": The subject-matter of Grade Two-A in more detail. History of Abraham, Isaac, Jacob. Joseph in Egypt. Moses. Giving of the Commandments. Death of Moses. The Promised Land. Josue. Samuel. Saul. David. Solomon. The Temple. Divisions of the Kingdom. The Captivity to Babylon. Return.

"New Testament": More detailed account of the Annunciation, Visitation and Birth of Our Lord.

Catechism:

Baltimore—Kinkead, No. 1. Lessons 1-17, inclusive.

N. B. Particular attention should be paid in this and following grades to accurate memorization of the definitions. Questions, which in the judgment of the teacher appear difficult for children of this grade, may be postponed to following year.

Oral Instruction:

As in Grade Two-B. The Value of the Soul. Beauty of the Soul adorned by Grace. Sanctifying and Actual Grace. Malice and Consequences of Sin. Forgiveness of Sin.

Liturgy:

Reading from Order of the Mass: Psalm, Judica, Confiteor and Responses, Kyrie, Gloria. Responses at Collect, Lesson, Gospel.

Hymns:

"Angels We Have Heard on High." "Jesus My Lord, My God, My All." Or two other suitable hymns.

GRADE THREE-B.**Prayers:**

Review of preceding grades. The Rosary.

N. B. Attention should be paid to accuracy and intelligent enunciation.

Bible History:

"New Testament": The Infancy and Hidden Life of Our Lord. The Public Life. The Passion. The Glorious Life.

(The teacher should at this period endeavor to organize the children's knowledge, drawing a clear distinction between the four periods and adding new details.)

Catechism:

Baltimore—Kinkead, No. 1. Lessons 18-33, inclusive.

N. B. The more difficult questions may, according to the judgment of the teacher, be postponed to following year.

Oral Instruction:

Continue as in Grade Three-A. Temptation. Sources of Temptation. Means of Resisting Temptation. Prayer. Confession. Holy Communion.

Liturgy:

Reading from Order of Mass: Creed, Preface, Sanctus, Pater Noster, The Fraction, Agnus Dei, Pax, Communion,

Dismissal and Salve Regina, with Responses where they occur.

Hymns:

"Look Down, O Mother Mary." "The Heart of the Holy Child." Or two other suitable hymns.

GRADE FOUR-A.

Prayers:

Review of preceding grades. "We Fly to Thy Patronage." Aspirations for the Dead: "Eternal Rest Grant Unto Them O Lord," etc.

N. B. Attention should be paid to accuracy and intelligent enunciation.

Bible History:

"Old Testament": The general knowledge the children now possess should be organized. The Main Divisions of Old Testament History should be clearly distinguished. Detailed study of periods:

(1) From the Creation to the Deluge.

(2) From Noah to the Call of Abraham.

(3) From Abraham to Moses.

(A suitable text book should be used in this grade.)

"New Testament": More detailed study of the circumstances attending the Birth of Our Lord. The Infancy and Hidden Life.

(A suitable text book should be used.)

Catechism:

Baltimore—Kinkead, No. 1. Lessons 1-17, inclusive.

N. B. Insist on accuracy and intelligent enunciation.

Oral Instruction:

As in preceding grade. Fuller instruction on Mass. Fuller instruction on Sin. Mortal and Venial Sin. Conditions of Mortal Sin. Analyze and explain the definition of Venial Sin. Dangers of Venial Sin.

Liturgy:

Reading the Order of the Mass to the end of the Preface.

Readings:

Biography of the Saints from Leaflets of the Apostleship of Prayer. Selections from the Life of Our Lord.

Hymns:

"O Mother, I Could Weep for Mirth." "O Come, O Come Emmanuel." Or two other suitable hymns.

GRADE FOUR-B.**Prayers:**

Review of preceding grades. "Direct, We Beseech Thee, O Lord, Our Actions."

N. B. Attention should be paid to accuracy and intelligent enunciation.

Bible History:

"New Testament": The Public Life, the Passion and Glorious Life of Our Lord. (A suitable text book should be used.)

Catechism:

Review matter presented for Grade Four-A. In addition: Baltimore—Kinkead, No. 1; Lessons 18 to end.

N. B. Insist on accuracy and intelligent enunciation.

Oral Instruction:

Review of work of preceding grade. Prayer. Prayers for the Dead. Almsgiving. Sacraments of Penance and Blessed Eucharist. Obligation of Receiving these Sacraments.

Liturgy:

Reading of the Canon to the Special Prayers at end of Mass inclusive.

Readings:

Biography of the Saints from Leaflets of Apostleship of Prayer. Selections from a simple Life of Our Lord, e. g., "Jesus of Nazareth," by Mother Loyola. "Life of Our Lord," by Mother Salome.

Hymns:

"Hail Queen of Heav'n the Ocean Star." "O Blessed Feet of Jesus." Or two other suitable hymns.

GRADE FIVE-A**Prayers:**

Review of preceding grades. Way of the Cross. Come, Holy Ghost.

N. B. Written tests of accuracy in the prayers may be used with advantage in this and following grades.

Bible History:

"Old Testament": Review of Grade Four-A. Study of Periods: From Moses to Saul. From Saul to the Captivity. From the Captivity to Christ.

"New Testament": Study of Birth and Infancy of Our Lord.

N. B. A suitable text book should be used.

Catechism:

Baltimore—Kinkead, No. 2. Lessons 1-26, inclusive.

N. B. Insist on accuracy.

Oral Instruction:

Sacraments: Matter, Form, Institution. Instruction on the Blessed Eucharist:

(1) As a Sacrament.

(2) As a Sacrifice.

Liturgy:

Reading of the Order of the Mass to the Pater Noster. Memorization of Gloria and Creed. Simple explanation of the Canon to Pater Noster.

N. B. Read each week the Lesson and Gospel for following Sunday.

Readings:

Lives of the Saints from Leaflets of the Apostleship of Prayer or other sources. Selections from the Bible and from a simple Life of Our Lord.

Hymns:

"Hail, Bright Star of Ocean." "Hark, an Awful Voice Is Sounding." Or two other suitable hymns.

GRADE FIVE-B.

Prayers:

Review of preceding grades. Memorare (St. Bernard). (Written tests.)

Bible History:

"New Testament": Study from suitable text book of Periods: The Hidden Life. The Public Life. The Passion. The Glorious Life.

Catechism:

Baltimore—Kinkead, No. 2. Lessons 27-37, inclusive, followed by review of entire book.

N. B. Insist on accuracy.

Oral Instruction:

The Blessed Eucharist. Types of the Blessed Eucharist. Promise (See John VI) and Institution of the Blessed Eu-

charist. The Mass: Its Excellence; the ends of the Mass; Types of the Mass.

Liturgy:

Reading and simple explanation from Pater Noster to Last Gospel, inclusive. Memorization of Agnus Dei and Domine non sum dignus.

N. B. Read each week the Lesson and Gospel for following Sunday.

Readings:

Lives of the Saints from Leaflets of Apostleship of Prayer or other sources. Selections from the Bible and from a suitable Life of Our Lord.

Hymns:

"Jesus, Gentlest Saviour." "Lead, Kindly Light." Or two other suitable hymns.

GRADE SIX-A.**Prayers:**

Review of preceding grades. Litany of the Blessed Virgin Mary. The Magnificat. (Written tests.)

Bible History:

"Old Testament": From the Creation to the Coming of Christ from a suitable text book.

Catechism:

Baltimore—Kinkead, No. 2. Lessons 1-26, inclusive, paying special attention to accuracy.

Oral Instruction:

Continue instruction on the Sacrament of the Blessed Eucharist and the Mass. Penance: Its institution. Confirmation.

N. B. Intensive preparation for Solemn Communion and Confirmation should be made to suit the time when these Sacraments are administered in the Parish.

Liturgy:

Study of structure of the Mass: I. Mass of the Catechumens: Meaning of Introit, Kyrie, Gloria, Collect, Lesson, Gradual, Gospel, Creed. (English Missal in the hands of teacher.)

Read each week the Introit, Collect, Lesson and Gospel for following Sunday.

Readings:

Lives of the Saints. Selections from the Bible and from suitable Life of Our Lord.

Hymns:

"Hail Holy Queen Enthroned Above." "O Food That Weary Pilgrims Love." Or two other suitable hymns.

GRADE SIX-B.**Prayers:**

Review of preceding grades. Divine Praises. (Written tests.)

Bible History:

"New Testament": Detailed study of the Life of Our Lord in full from a suitable text book.

Catechism:

Baltimore—Kinkead, No. 2. Lessons 27-37, inclusive, followed by review of entire book.

N. B. By the end of this year the entire Catechism should have been thoroughly memorized.

Oral Instruction:

As in Grade Six-A. Extreme Unction. Holy Viaticum. Holy Orders. Duties of One's State in Life. Vocation. Religious Vocation.

N. B. The necessity for instruction on Religious Vocation is emphasized by the scarcity of Priests and Religious. The zealous teacher may do much in the classroom to meet this need.

Liturgy:

Study of the Structure of the Mass: II. The Mass of the Faithful: Explanation of Offertory, Lavabo, Secret, Preface, Canon, Fraction, Communion. (English Missal in hands of teacher.)

Read each week the Lesson, Gospel, Secret and Post Communion of the following Sunday.

Readings:

Lives of the Saints. Selections from the Bible and from suitable Life of Our Lord.

Hymns:

"Jesus, the Very Thought of Thee." "Mother Dear, O Pray for Me." Or two other suitable hymns.

GRADE SEVEN-A.**Prayers:**

Review of prayers of preceding grades. "Soul of Christ Sanctify Me." (Written tests.)

Bible History:

"Old Testament": The Four Great and the Twelve Lesser Prophets. The Principal Prophecies.

Catechism:

Rapid review of Baltimore—Kinkead, No. 2. Fuller treatment of Grace, Sacraments in general, Baptism, Confirmation, Penance.

N. B.—Should an advanced Catechism be used in the fuller treatment, the author's definitions and explanations should not be memorized.

Oral Instruction:

Frequent Confession and Holy Communion. Thanksgiving after Confession and Holy Communion. Visits to Blessed Sacrament. Spiritual Communion. Public Devotions in honor of Blessed Sacrament. Religious Vocations.

Liturgy:

The kinds of Mass. Vestments. Sacred Vessels. Parts of Church. Furniture of Altar, Sanctuary, Baptistry. Divisions of Ecclesiastical Year.

N. B. Read Lesson, Gospel and other variable parts of the Mass of following Sunday.

Readings:

Lives of the Saints. Selections from the Bible and a suitable Life of Our Lord. Stories from Church History.

Hymns:

"O Salutaris." "Tantum Ergo." Or two other suitable hymns.

GRADE SEVEN-B.**Prayers:**

Review of preceding grades. Prayer to Jesus Crucified. (Written tests.)

Bible History:

"New Testament": Books of the New Testament. Geography of the Holy Land. The Parables and Miracles of

Our Lord. Study of the Passion with reference to the topography of Jerusalem.

Catechism:

Rapid Review of Baltimore—Kinkead, No. 2. Review advanced work of previous grade. Fuller treatment of the Holy Eucharist, Extreme Unction, Holy Orders, Matrimony.

N. B. See note under this head, Grade Seven-A.

Oral Instruction:

As in Grade Seven-A. Fifth Precept of the Church. Religious Vocations. Devotion to Blessed Virgin and St. Joseph.

Liturgy:

Study of the Ceremonies of Benediction and Forty Hours' Devotion; Of the Mass of Thursday, Friday and Saturday of Holy Week. Ceremonies of Baptism, Confirmation, Holy Communion, Marriage, Funerals. Preparations in Sick Room.

N. B. Read Lesson, Gospel and other variable parts of the Mass of the following Sunday.

Readings:

As in previous grade.

Hymns:

"Soul of My Saviour, Sanctify My Breast." "Soul of Jesus, Make Me Holy." Or two other suitable hymns.

GRADE EIGHT-A.**Prayers:**

Review of previous grades. De Profundis. (Written tests.)

Church History:

Brief account of the Lives and Labors of the Apostles, principally SS. Peter and Paul. The Ten General Persecutions. Constantine and St. Helena. Brief History of SS. Ambrose, Augustine, Jerome, Gregory the Great, Basil, Gregory of Nyssa, Athanasius, Gregory Nazianzen, John Chrysostom.

Catechism:

Rapid review of Baltimore—Kinkead, No. 2. Fuller treatment of the Church, Sacramentals, Prayer, First, Second and Third Commandments.

N. B. See note under this head, Grade Seven-A.

Oral Instruction:

Devotion to Sacred Heart and to the Blessed Virgin. Invocation of the Saints. Reverence for the Church, the Holy Father, our Bishop and Clergy. Loyalty to Our Country. Parish Pride. Association with Parish Activities. Support of the Church. Preparation for Marriage. Evils of Mixed Marriages. Sodalities.

Liturgy:

Structure of Missal. How to find Sunday and daily Mass. Structure and furniture of the Church. How to care for the Altar, Sanctuary, Vestments, Linens, Sacred Vessels. Church Music. Names and offices of Ecclesiastical persons, e. g., Pope, Cardinal, Bishop, Parish Clergy. Territorial Divisions: Province, Diocese, etc.

N. B. Read each week Lesson, Gospel and other variable parts of the Mass of the following Sunday.

Readings:

Lives of the Saints. Selections from the Bible and Imitation of Christ. Stories from Church History.

Hymns:

"To Jesus' Heart, All Burning." "Lady of the Sacred Heart." Or two other suitable hymns.

GRADE EIGHT-B.**Prayers:**

Review of all preceding prayers. Prayer to Patron Saint. (Written tests.)

Church History:

The Church and the Barbarians. Monasticism. The Evangelization of Ireland. Irish Missionaries in Europe. Charlemagne. Origin of Church Property and Temporal Power of the Popes. Rise and Spread of Mahomedanism. The Crusades. The So-called Reformation. American Missionaries. California Missionaries and Missions.

Catechism:

Rapid Review of Baltimore—Kinkead, No. 2. Fuller treatment of the Commandments, from the fourth to the tenth, inclusive. Precepts of the Church. The Last Judgment and the Resurrection, Hell, Purgatory and Heaven.

N. B. See note under this head in Grade Seven-A.

Oral Instruction:

As in Grade Eight-A. Occasions of Sin. Duties to One's Employer, to Civil and Ecclesiastical Authorities. Purity of Speech, Thought and Act.

Liturgy:

Ceremonies connected with Special Days, e. g., Candlemas Day, Ash Wednesday, Palm Sunday, Holy Week. Explanation of the Tenebrae Service. Ceremonies of Baptism, Confirmation, Holy Communion, Holy Viaticum, Extreme Unction, Marriage and Nuptial Mass. Church Music. How to make a temporary altar.

N. B. Read Lesson, Gospel and other variable parts of the Mass of the following Sunday.

Readings:

Lives of the Saints. Stories from Church History. Selections from the Bible and Imitation of Christ.

Hymns:

"Sweet Saviour, Bless Us Ere We Go." "Faith of Our Fathers." Or two other suitable hymns.

TEXT BOOKS.

Obligatory—The Baltimore Catechism.

Recommended:

The Text Books of Religion (Rev. Peter C. Yorke, D. D.).

The Children's Mass (Rev. Peter C. Yorke, D. D.).

The Mass (for teacher only) (Rev. Peter C. Yorke, D. D.).

Where the Text Books of Religion are used they should be placed in the grades in the following order:

Grade I—Text Books of Religion, First Grade.

Grade II—Text Books of Religion, Second Grade.

Grade III—Text Books of Religion, Third Grade.

Grades IV, V—Text Books of Religion, Fourth Grade.

Grades VI, VII, VIII—Text Books of Religion, Fifth Grade.

COURSE OF STUDY IN READING.

Aims:

1. The mastery of the mechanics of reading.
2. The ability to get the thought from the printed page and to express it clearly and intelligently to others.
3. The cultivation of a love and appreciation of good literature.
4. The formation of the library habit.
 1. The mastery of the mechanics of reading includes:
(a) The training of the ear; (b) the training of the vocal organs; (c) the training of the eye.
 2. The ability to get thought from the printed page depends largely on the child's previous experience. Hence the need on the part of the teacher to deepen and widen these experiences, and prepare the ground thoroughly.
 3. The love of reading is a natural endowment not given equally to all. It is extremely difficult, if not impossible, to infuse it where it is weak or apparently non-existent. It responds to cultivation, as all tastes do. Where it exists it demands careful supervision from the moral and pedagogical standpoint. Bad books are the worst kind of bad companions. Desultory reading or browsing among books is fatal to the power of mental concentration which should be the aim of all education.
 4. Access to good books, whether they are amusing, recreational or instructive, should be made easy for children from the beginning of their school life. The amount of time available for this spontaneous reading is naturally limited if the child studies his daily lessons. Therefore, there is no need of a very large library to give him all the books he can manage. It is more than doubtful if the children of the elementary grades should be encouraged to frequent our public libraries. Books that adults may find useful may be positively poisonous to children, and it is astonishing how the school freemasonry transmits information as to what volumes contain matters which are not *virginibus puerisque*.

Phonetics.—Experience has demonstrated that the mastery of the mechanics of reading is best effected through a phonetic system. We recommend, therefore, basal readers using the phonetic method during the first two years. This does not exclude the content readers which supply abundant story material suited to the capacity and interests of the children. The phonetic system adopted in the school should be uniform throughout all the grades of that school. For instance, if the Beacon Reader is used in one grade, a Gordon Reader, based on a different phonetic system, should not be introduced in subsequent grades.

COURSE OF STUDY.

OUTLINE.

GRADE ONE-A.

1. **Reading.**—Sentences from the blackboard and reading charts. Primer or easy First Reader. Sight cards and other reading devices. Reading to the pupils.
2. **Phonetics.**—The easy essentials of the phonetic system adopted in the school.
3. **Supplementary Reading.**—Supplementary Primers and Readers of even grade.

GRADE ONE-B.

1. **Reading.**—Sentences and short paragraphs from the blackboard and reading charts. First Reader completed. Sight cards and other devices. Reading to the pupils. Simple silent reading.
2. **Phonetics.**—Continue the exercises of the preceding grade.
3. **Supplementary Reading.**—Supplementary Primers and easy First Readers.

SYLLABUS.

GRADES ONE-A AND ONE-B.

1. **Reading.—Sentence Work.**—The first lessons in teaching to read should consist of short, easy sentences. Let us suppose the children are talking about birds, and each has said something. The teacher then selects two of the best statements and writes them on the blackboard, pronouncing

the words slowly as she writes. She may say to the children that she has made the chalk tell Annie's "story" and May's "story." The reading lesson—the stories—as it then appears on the blackboard may be as follows:

Mary has a bird.
Mary's bird can sing.

The children look at it and tell what the chalk has told them. The sentence, not the word or sound or letter, is the unit; hence their first impression of reading will be that it means thought-getting and thought-expressing.

The next step is to teach thoroughly the words that make up the lesson. This may be done in many ways. The children may be told to point out "Mary," the "bird," "what the bird can do," etc. The teacher may then drill on other words by means of sight cards, or she may use any other device that suggests itself. When the words are well drilled they may be used in games, seat work, etc.

After the children possess a fair vocabulary it should be used in making a variety of new sentence groups and stories which the teacher will write on the blackboard, on sight cards, etc., and drill on them thoroughly. Care must be taken to write what the child would naturally say, and that the little sentences possess continuity. It may be found very helpful to teach short sentences by the objective plan. Let the child take, for instance, a book in his hand, and say, "This is a book." The teacher writes or prints the sentence on the blackboard and says: "The chalk has said what you said." "What did the chalk say?" The child holding the book says, "This is a book." Then use in place of "book" other words which have been taught. There are many words which alone mean nothing and which should be taught in phrases and sentences. For example, after the child has learned the words "run" and "door," he might be required to use them in the sentence "Run to the door." Thus the words "to" and "the" are learned in the context. A new word should not be given till it has been developed in an oral sentence.

The Change from Script to Print, or Vice Versa.—Once the children are familiar with the script form of a variety of short sentences, a transition to the printed form should be made. Script and print are so closely allied in form that this change can be brought about with very little difficulty. Print the same sentence above or below the script form, or use a chart having the printed sentence, and train the child gradually to recognize the new forms.

The chart or reader may then be advantageously introduced. Teachers who desire to start with **print** may simply reverse this scheme.

Story Telling and Reading to the Pupils.—It is highly recommended that the teacher devote an occasional period to the telling and reading of short stories. Much suitable material will be found in the Bible stories, the stories of the Saints, as suggested in the Christian Doctrine Course, and in the selections indicated in the literature of the grade. The aim in story telling should be threefold—to secure accuracy, to increase vocabulary, to habituate the children to the use of expressions found in the story that seem worth while.

Readers.—A primer or easy first reader should be used in Grade One-A. This text may be placed in the hands of the pupils in the second or third month. A first reader should be used and completed in Grade One-B. The child needs much and varied practice in the words which he has learned. It is necessary, then, to have several supplementary readers of even grade.

Reading Devices.—There are many devices which will assist the teacher to maintain interest and to develop the art of reading. (See Course in Language, First Grade.) The collecting and arranging of objects, pictures, drawing and outline sketches in order to match the vocabulary, or to follow the directions of the sentence, will produce good results. It will prove helpful also if the dramatic instinct of the children is encouraged and occasionally brought into play by leading them to act the lesson.

Silent Reading.—Easy exercises in silent reading should be started in Grade One-B. Gradually cultivate the habit of getting meanings. It is of more importance that the children be trained to thought-getting than to the covering of a maximum number of pages.

2. **Phonetics.**—The purpose of the work in phonetics is to teach the child to associate certain sounds with certain forms; to strengthen his vocal organs; to secure clear and distinct enunciation, and to develop power by giving the child the key to word recognition, making him more independent in the mastery of new words.

The phonetic exercises and drill should be kept distinct from the reading lesson.

The first exercises in phonetics should be very simple.

The drills should be short, not exceeding five or six minutes at a time.

3. Supplementary Reading.—The work in reading, oral expression and literature should be closely correlated. It is recommended to have at hand several primers, first readers, and easy story books, suitable to the capacity of the grade. The children ought to have read at least two primers and two first readers at the completion of Grade One-B.

Note.—If the school funds do not warrant the purchase of several sets of supplementary readers, it would be better to have from six to ten copies of five or six supplementary readers than to have thirty or forty of one. The supplementary reading could then be conducted in groups, thereby giving each child the benefit of reading several books.

TEXT BOOKS RECOMMENDED.

Primers and First Readers (Phonetic):

The Ideal Catholic (Sisters of St. Joseph).

The Beacon (Corona Ed.) (Fassett).

Suggested Supplementary Primers, First Readers and Readings:

The Winston Primer (Firman and Maltby).

The Winston First Reader.

The Magee Primer.

The Magee First Reader.

The New Catholic National (Benziger Brothers).

The Standard Catholic (Doyle).

The De La Salle Series (Christian Brothers).

The American Catholic Normal (Harvey).

Primer (Elson and Runkel).

Primer (Elson Readers [New]).

The Browne Readers (Browne).

Literary Readers (Young and Field).

The Riverside Series (Van Sickle).

Progressive Road to Reading, Book I (Burchill, Ettinger & Shimer).

Stepping Stones to Literature (Arnold).

Natural Method Readers (McManus).

First Reader (Baldwin and Bender).

New Sloan Reader (Sloan).

Story Hour Readers (Coe and Christie).

The Sunbonnet Babies' Primer (Grover).

Sunbonnets and Overalls (Hogate and Grover).

Everyday Classics (Baker and Thorndyke).

OUTLINE.**GRADE TWO-A.**

1. **Reading.**—Readings from the blackboard, sight cards and other material as in the preceding grades. Introduce a Second Reader. Action reading and dramatization. Silent readings. Story telling and reading to the pupils.

2. **Phonetics.**—Review the work of the preceding grades; continue and develop the system as there introduced.

3. **Supplementary Reading.**—First Readers not previously read. Easy Second Readers and selections from various other sources adapted to the capacity of the pupils.

GRADE TWO-B.

1. **Reading.**—Continue the work as indicated for Grade Two-A; complete the basal Second Reader. Sight readings.

2. **Phonetics.**—Continue the work as in the previous grades.

3. **Supplementary Reading.**—Easy Second Readers; interesting selections from other sources adapted to the capacity of the pupils.

SYLLABUS.**GRADES TWO-A AND TWO-B.**

(Read Syllabus of preceding grades.)

1. **Reading.**—Continue the use of the blackboard, sight cards and other devices as in preceding grades. About half of the Second Reader should be used during the first term. Select, by preference, the easier and more interesting material.

Each lesson should be well planned and prepared that the children will not have to be interrupted while reading. By means of conversations the minds of the children may be made ready to appreciate the subject matter, while blackboard drill will insure a recognition of the form and an understanding of the meaning of the words.

Since the purpose of the reading lesson is to teach first the thought, then the expression of the thought, there should be frequent exercises in silent reading. Read and follow the suggestions for silent reading previously given.

Dialogues, dramatizations and action reading will add to the child's interest and enjoyment, while greatly im-

proving the quality of the reading. Story telling and reading to the pupils will likewise serve as a stimulus.

Give special attention to phrasing, natural pauses, clear and distinct utterance in an easy speaking tone. Check the high-pitched voice. Let the pronunciation be correct and distinct, and the inflection natural. Give much practice in easy sight reading.

2. Phonetics.—Read the phonetic syllabus for the preceding year. Review and strengthen the work of the first year. Continue the system of phonetics inaugurated in the first grade. Give daily drills independently of the reading lesson. If the children cannot apply the phonetic elements to new words as they meet them, the teacher's work has been in vain.

Words frequently mispronounced, namely, "drawin'," "readin'," "lawr," "an'" for "and," "kep," "writin'," "pitcher" for "picture," etc., should be selected for special drill.

3. Supplementary Reading.—Read the syllabus for the first year. Give much supplementary reading. It is a stimulus to interest and it enlarges the child's vocabulary. At the end of this year several supplementary readers or other books should have been read. Much suitable material may be found in the poems, stories and fables, indicated in the oral language of the grade.

Recommended Second Readers (Phonetic):

The Ideal Catholic (Sisters of St. Joseph).

The Beacon (Corona Ed.) (Fassett).

Suggested Supplementary Second Readers and Readings:

The Winston Second Reader (Firman and Maltby).

The Standard Catholic (Doyle).

The De La Salle Series (Christian Brothers).

The New Catholic National (Benziger Brothers).

The American Normal Catholic (Harvey).

The Magee Reader (Book II).

Primary School Readers, Book II (Elson [W. H.]).

Progressive Road to Reading (Burchill, Ettinger & Shimer).

Literary Readers (Young and Field).

The Browne Readers (Browne).

Stepping Stones to Literature (Arnold).

The Cyr Dramatic Reader.

The Heart of Oak (Book I) (Baldwin and Bender).

Riverside Series (Van Sickle).

Reading Literature Series (Free-Treadwell).

The Hiawatha Primer (Holbrook).

Religion (Book I) (Very Rev. T. E. Shields).
Natural Method Readers (McManus).
New American Readers (Book I) (Horn-Shurter-Baugh).
Overall Boys (Grover).
Everyday Classics (Baker and Thorndyke).
Story Hour Readers (Coe and Christie).
Poems for Memorizing (Part I) (Alice Rose Power).
Child's Garden of Verse (Stevenson).

OUTLINE.

GRADE THREE-A.

1. **Reading.**—Reading from a basal Third Reader. Drills in fluent sight reading. Frequent exercises in silent reading. Action reading and dramatization. Story telling and reading to the pupils.

2. **Phonetics.**—Occasional drills in the work of the previous grades. Special attention to defective enunciation and faulty pronunciation.

3. **Supplementary Reading.**—Interesting Second Readers not previously used; easy Third Readers; selections from other sources adapted to the capacity of the pupils; Bible stories and stories of the Saints. Use grade library books. Encourage the home reading habit.

GRADE THREE-B.

1. **Reading.**—Completion of the basal Third Reader. Continue the other work as indicated in Grade Three-A.

2. **Phonetics.**—Drills in previous work. Special exercises to correct faulty enunciation and pronunciation.

3. **Supplementary Reading.**—Easy Third Readers and selections within the capacity of the pupils as suggested in the preceding grade.

SYLLABUS.

GRADES THREE-A AND THREE-B.

(Read the Syllabus of preceding grades.)

1. **Reading.**—The suggestions outlined in the Syllabus of the preceding grades apply here. See that every word in the lesson is known at sight before the reading lesson proper is taken up. Though the words in the reading lesson are found in the child's vocabulary, do not take it

for granted that he understands them. Question him freely to see that the words mean something to him, and that they convey his meaning to others. Occasionally give new matter within the capacity of the pupils to be read at sight.

The main purpose of reading is to understand the thoughts of the author and to communicate these thoughts to others. To further this work it is necessary to stress silent reading. The material must be interesting and within the child's experience. The teacher should guide and direct the children in this work. Have the children read complete sentences from the board or entire paragraphs from their books silently; then call upon them to express the thought orally. Occasionally follow the silent reading by questioning. Numerous exercises of this type will prevent the habit of word calling.

Frequent exercises in dramatic reading and action reading should be held. Exercises of this nature offer very suitable means to commemorate the anniversaries of the various heroes and events that have had a leading part in the making of the history of both our Country and our Church.

The telling and reading of stories to the pupils should be continued. Read stories or a series of stories in which the same characters appear, and poems that are within the comprehension of the pupils.

2. **Phonetics.**—Give frequent drills in the work of the previous grades. Drill on words often mispronounced, and give special attention to enunciation of initial letters and final consonants, also to coloration of vowels accented and unaccented. Give exercises to secure clear enunciation, correct pronunciation and suitable volume of voice.

3. **Supplementary Reading.**—Read the Syllabus of preceding grades. Second Readers not previously read may be used during the first months of the year, then gradually introduce Third Readers. Home reading should be encouraged and directed. Use poems, stories, fables, Bible history stories, and stories of the Saints for supplementary reading.

Recommended Third Readers:

- The Ideal Catholic Reader (Sisters of St. Joseph).
- The Standard Catholic Reader (Doyle).
- The De La Salle Series (Christian Brothers).
- The New Catholic National Reader (Benziger Brothers).
- Elson Primary School Reader (Elson [W. H.]).
- Everyday Classics (Baker and Thorndyke).
- Literary Reader (Young and Field).

Suggested Supplementary Third Readers and Readings:

Fifty Famous Stories Retold (Baldwin).
Riverside Series (Book III) (Van Sickle).
Natural Method Series (Book II) (McManus).
Reading Literature Series (Book III) (Free-Treadwell).
Progressive Road to Reading (Introductory Book III)
(Burchill, Ettinger & Shimer).
The Holton-Curry (Book III) (Holton-Curry).
Evenings With Grandpa (Part I) (Davis).
Fairy Plays for Children (Goodlander).
New American Reader (Book II) (Horn-Shurter-Baugh).
Religion (Book II) (Very Rev. T. E. Shields).
Art, Literature (Book III) (Chutter).
Story Hour Readers (Coe and Christie).
Browne Readers (Browne).
Poems for Memorizing (Part I) (Alice Rose Power).
Dramatic Reader for Lower Grades (Holbrook).
The Winston Third Reader (Firman and Maltby).
The Magee Reader (Book III).
Around the World With the Children (Carpenter).
Eugene Field Reader.

OUTLINE.**GRADE FOUR-A.**

1. **Reading.**—Reading from Fourth Reader and other readers suitable to the grade. Exercises in sight reading. Daily practice in silent reading. Dramatization of stories, and action reading.

2. **Phonetics.**—Systematic review of the work of the preceding grades. Stress clear enunciation and correct pronunciation.

3. **Supplementary Reading.**—Third Readers, easy Fourth Readers, stories and selections from other sources, Bible history stories, stories of the Saints; readings in history, biography and geography. Encourage the home reading habit, and direct the same.

GRADE FOUR-B.

1. **Reading.**—Completion of the Fourth Reader. Continue the various features as outlined in Grade Four-A. Silent reading of related paragraphs.

2. **Phonetics.**—Continue the work as indicated in previous grades.

3. **Supplementary Reading.**—Easy Fourth Readers and selections from other sources indicated in the previous grade.

SYLLABUS.**GRADES FOUR-A AND FOUR-B**

(Read the Syllabus for Second and Third Grades.)

1. **Reading.**—Continue the general scheme as outlined in the Third grade, using a Fourth Reader. Stress silent reading. Exercises in fluent sight reading. Give careful attention to accent, emphasis, inflection. Use blackboard drills for the study of new or difficult words. Dramatization. Telling stories to the pupils and reading choice selections will be beneficial.

There will not be much need of teaching reading as such in the following grades, if it is well taught in this. The pupils have been learning to read thus far. If the work has been thoroughly done the remainder of the course can be chiefly devoted to reading to learn. After a silent reading the child should now be able to give the substance of any paragraph suitable to the grade.

2. **Phonetics.**—Review the work of the preceding grades. Drill on the various sounds of the vowels and consonants. Train the organs of hearing so as to distinguish readily and accurately the different sounds; also the organs of speech to produce those sounds with ease and accuracy. Aim to secure distinct articulation and correct pronunciation. Mark the tendency to eliminate unaccented short vowels. Teach the use of diacritical marks in conjunction with the use of the dictionary.

3. **Supplementary Reading.**—Correlate this with other subjects of the grade—Bible history, geography, etc. Use Third Readers not previously used; easy Fourth Readers; the grade literature, and library books adapted to the capacity of the pupils. Encourage and direct the home reading.

Recommended Fourth Readers:

The Ideal Catholic (Sisters of St. Joseph).
The De La Salle Series (Christian Brothers).
The Standard Catholic (Doyle).
The New Catholic National (Benziger Brothers).
Elson Primary Reader (Elson).
Everyday Classics (Baker and Thorndyke).
Literary Reader (Young and Field).

Suggested Supplementary Fourth Readers and Readings:

The above mentioned readers not used as text books.
Third Reader (Very Rev. T. E. Shields).

- The Divine Story (Holland).
Riverside Series (Van Sickle).
Stepping Stones to Literature (III) (Arnold).
New American Reader (Book III) (Horn-Shurter-
Baugh).
Natural Method Reader (McManus).
Fourth Reader (Carpenter and Baker).
Progressive Road to Reading (Burchill-Ettinger-Shimer).
Fourth Reader (Holton-Curry).
Jesus of Nazareth (Mother Loyola).
Stories of Great Americans for Little Americans (Eggles-
ton).
Defoe's Robinson Crusoe Retold (Baldwin).
Stories for Children (Lane).
Fifty Famous Stories Retold (Baldwin).
Poems for Memorizing (Part I) (Alice Rose Power).
Graded Literary Reader (Wheeler).
Children's Classics in Dramatic Form (Book III).
Poems by Grades (Harris and Gilbert).

READING AND LITERATURE.

GRADES FIVE-A AND FIVE-B

OUTLINE

1. **Formal Reading.**—A Fifth Reader supplemented by other readers and selections of equal grade. Exercises in vocal expression; drills for correct enunciation. Exercises in sight reading. Dramatization. Use of the dictionary and books of reference.

2. **Silent Reading.**—This vital element in reading should be carefully guided and directed. Correlate with other subjects. Train pupils to make simple reports or summaries of easy selections.

3. **Literature.**—Selections in prose and verse. Appreciative study of easy selections. Stories and poems read and recited by the teacher. Assigned easy readings. Use of class library. Home reading lists.

SYLLABUS

1. **Formal Reading.**—Oral reading is continued in this grade in order to develop an easy, expressive and intelligent manner of reading. On the completion of the grade, the child should be able to read easy selections without hesitancy and with good expression. To accomplish this, special attention should be given to the chief mechanical features of reading, stressing phrasing, well-pitched tone of voice, and clear enunciation. Require the children to take a good position, and to read so that they may be heard in all parts of the room.

The pupils should be gradually trained in the use of the dictionary. Note books for new words should be kept by the pupils. If these books are examined and rated periodically by the teacher, the interest and efforts of the pupils will be greatly stimulated.

Dramatic representations may be used to great advantage to awaken interest, to develop thought, and to enable the child to overcome self-consciousness. (See "Dramatization," as suggested for this grade in the Language Course.)

2. **Silent Reading.**—The vital element of reading, thought-gathering, is mainly developed by means of silent, selective reading. Owing to its important bearing upon

the work of the grammar grades, as well as upon the future mental activities of the child, silent reading should be given more attention than heretofore. The material for the silent reading periods requires thoughtful selection. The matter selected should differ from that used for the oral reading lesson; it should be interesting and within the child's experience. The teacher will find valuable suggestions in "How to Teach the Fundamental Subjects" (Kendall and Mirick), pp. 37-40.

The work in silent reading will be more effective and interesting if it is correlated with other subjects of the grade. The courses in religion, geography and history offer excellent opportunities of extending and enlarging this work. Train the children to take brief notes as they read, also to make simple reports, and outlines of various selections.

3. **Literature.**—The hymns and poems of the Christian Doctrine Course, the short selections indicated under "Oral Expression" in the Language Course, and those suggested here, will give ample material for memory work, and suitable matter for appreciative study. About six lines of verse or an equivalent amount of prose should be memorized every week. This work should be closely correlated with that of "Oral Expression."

Encourage and supervise use of library and teach use of references. The children should be given an opportunity to discuss their reading. In selecting the reading material the interests and tastes of the children should be considered, but these must not be the sole guide. Their moral training and religious life should be placed beyond all else. At least two good books should be read each term.

(a) Selections for memory work. At least three of the following, or similar selections, should be memorized each term:

- The Old Oaken Bucket (Woodworth).
- My Beads (Father Ryan).
- Two Went Up to the Temple, etc. (Crashaw).
- The Holy Land (Gilder).
- I Know a Bank (Shakespeare).
- Mary (J. B. O'Reilly).
- The Harp That Once Through Tara's Halls (Moore).
- Home, Sweet Home (Payne).
- The Corn Song (Whittier).
- The Tax Gatherer (Father Tabb).
- Break, Break, Break (Tennyson).
- The Village Blacksmith (Longfellow).

Unseen Yet Seen (E. C. Donnelly).
 They Say I Do Not Love Thee (Rev. Dr. Pise).
 September (H. H. Jackson).
 The Best That I Can Do (Unknown).
 The Star-Spangled Banner (Key).
 Come to Jesus (Father Faber).
 Woodman, Spare That Tree (Morris).
 The Builders (Longfellow).

(b) Selections for appreciative study. Two may be taken each term:

The Brook (Tennyson).
 The Planting of the Apple Tree (Bryant).
 The Angel's Story (Proctor).
 Abou Ben Adhem and the Angel (Hunt).
 The Legend of St. Nicholas (Unknown).
 The Birch Canoe (Longfellow).
 My Guardian Angel (Newman).
 The Golden Legend (Donnelly).
 Independence Bell (Unknown).

Recommended Fifth Readers:

The Standard Catholic (Doyle).
 The New Catholic National (Benziger Brothers).
 The De La Salle Series (Christian Brothers).
 The Ideal Catholic (Sisters of St. Joseph).
 Grammar School Readers (Book I) (Elson & Keck).
 Everyday Classics (Baker-Thorndyke).
 Literary Reader (Young and Field).

Suggested Supplementary Fifth Readers and Assigned Readings:

The above mentioned readers not used as text books.
 Religion (Book III) (Very Rev. T. E. Shields).
 Stories of Great Heroes (Rev. James Higgins).
 Riverside Series, Fourth Reader (Van Sickle).
 Expressive Readers (Baldwin-Bender).
 Progressive Road to Reading (Burchill, Ettinger & Shimer).
 The American Reader (Book IV) (Horn-Shurter-Baugh).
 Jesus of Nazareth (Mother Loyola).
 Alice's Adventures in Wonderland (Carroll).
 The Story Ever New (Rev. J. Higgins).
 Through the Looking Glass (Carroll).
 Wonder Book (Hawthorne).
 Text Books of Religion (Book IV) (Father Yorke).
 Tanglewood Tales (Hawthorne).
 Story of the Friends of Jesus (Religious of the Holy Child).

Merry Adventures of Robin Hood (Pyle).
The Divine Story (Holland).
Story of Jesus (R. Mulholland).
Blind Agnes (R. Mulholland).
Dramatic Reader for Grammar Grades (Knight).
Graded Literary Reader (Wheeler)

GRADES SIX-A AND SIX-B.

OUTLINE.

1. **Formal Reading.**—A Sixth Reader, or other reading material suitable to the grade. Drills for clear enunciation. Exercises in public speaking. Dialogues and dramatic representations. Use of the dictionary.

2. **Silent Reading.**—The vital element in reading. Carefully direct and supervise this work. Correlate with other subjects. Train to make brief digests and outlines, and to take notes while reading.

3. **Literature.**—Selections in prose and verse. Appreciative reading from the Old and New Testaments, and from standard literature. Assigned readings. Use of library. Home reading lists.

SYLLABUS.

1. **Formal Reading.**—Read the syllabus of the preceding grade. A Sixth or other advanced Reader should form the basal work of this grade. Give frequent exercises in voice culture to ensure good tone, correct articulation; also frequent exercises in public speaking to develop expressive oral reading.

Train the children to use the dictionary intelligently and to consult it for the pronunciation and meaning of both new and doubtful words. Teach them to use the various indexes, as also the encyclopedia and other works of reference.

2. **Silent Reading.**—Continue the work as outlined in the syllabus for Grades Five-A and Five-B. Hold the pupils responsible for the content of their various readings.

3. **Literature.**—Read the syllabus of the preceding grade. At least six lines of verse, or an equivalent amount of prose, should be memorized each week. This work should be closely correlated with "Oral Expression." Easy selections of greater length may now be used for appreciative study. At least two selections should be studied each term.

The use of the library should be encouraged. At least two good books should be read each term. The children should be guided in their home readings and given lists of suitable books.

(a) Selections for memory work. At least three of the following, or similar, selections should be memorized each term:

To a Sea-Gull (Griffin).
Breathes There a Man? (Scott).
The American Flag (Drake).
The Sign of the Cross (Newman).
The Christmas Babe (Father Tabb).
One by One (Proctor).
Nobility (A. Carey).
Burial of Sir John Moore (Wolfe).
The Rosary (Brother Azarias).
I Saw From the Beach (Moore).
When Through Life Unblest We Roam (Moore).
Lead, Kindly Light (Newman).
Warren's Address (Pierpont).
The Flag of Our Country (Winthrop).
The Flag (Father Pise).
Sheridan's Ride (Read).
The Skylark (Hogg).

(b) Selections for appreciative study. Two may be taken each term:

The Barefoot Boy (Whittier).
The Psalm of Life (Longfellow).
The Inchcape Rock (Southey).
King of the Golden River (Ruskin).
The Legend of the Crossbill (Longfellow).
Legend Beautiful (Longfellow).
Marco Bozarris (Halleck).
The Burial of Moses (Alexander).
The Wreck of the Hesperus (Longfellow).
The Sermon of St. Francis (Longfellow).
An Order for a Picture (Alice Carey).

Recommended Sixth Readers:

The New Catholic National (Benziger Brothers).
The Standard Catholic (Doyle).
The De La Salle Series (Christian Brothers).
The Ideal Catholic (Sisters of St. Joseph).
Grammar School (Book II) (Elson & Keck).
Everyday Classics (Baker-Thorndyke).
Literary Readers (Young and Field).

Suggested Supplementary Sixth Readers and Assigned Readings:

The above mentioned readers not used as text books.

Graded Literary Reader (Wheeler).

Stories Pictures Tell (Carpenter).

Expressive Readers (Baldwin-Bender).

Choice Literature (Williams).

Riverside Series (Van Sickle).

Art Literature (Burke).

Stepping Stones to Literature (Arnold).

Children of Mary (Father Spillmann, S. J.).

The Cabin Boys (Father Spillmann, S. J.).

Lepers of Molokai (Stoddard).

Christmas Stories (Dickens).

Story of the Golden Age (Baldwin).

The Snow Image (Hawthorne).

Tales from Shakespeare (Lamb).

Secrets of the Woods (Long).

Tom Playfair and Harry Dee (Father Finn).

Selections from Donnelly and Procter.

Text Books of Religion (Book V) (Father Yorke).

Life of Our Lord (Mother Salome).

Story of the Romans (Guerber).

Story of the Greeks (Guerber).

Book of Joyous Children (J. W. Riley).

Greek Heroes (Kingsley).

King Arthur and His Knights (Warren or Pyle).

A Dramatization of the Song of Hiawatha (Holbrook).

Heroes Every Child Should Know (Mabie).

GRADES SEVEN-A AND SEVEN-B.**OUTLINE.**

1. **Appreciative Reading and Literature.**—A basal Literary Reader and other suitable reading material. Appreciative reading of masterpieces in prose and verse, including selections from the Old and New Testaments. Memory selections. Hymns and poems from the Christian Doctrine Course. Assigned readings. Use of the library, and list of suitable books for the grade. Directed home readings.

2. **Silent Reading.**—Stress this element of reading. Carefully direct and supervise it. Correlate with the various subjects of the Course of Studies. Train to make brief summaries and outlines, and to take notes while reading. Develop an intelligent use of reference books, of the encyclopedia, and the dictionary.

3. **Oral Reading.**—Occasional review exercises stressing the elements of expressive oral reading. Frequent exercises in public speaking.

SYLLABUS.

1. **Appreciative Reading and Literature.**—Reading and literature should now be very closely correlated, and taken up more seriously. The main purpose of reading in this grade, as in all the more advanced grades, is to teach the pupils what to read, and how to proceed in order to profit by this reading. A basal literary reader which offers a variety of choice selections from the best authors may be used to advantage. This matter should be supplemented by readings from the Old and New Testaments; from stories of the Saints as outlined in the Christian Doctrine Course, and from the various selections suggested for this grade. The teacher should endeavor to foster and to develop a genuine appreciation of the choice language, the beautiful thoughts and the ennobling inspirations found in the masterpieces of the great authors.

The memorizing of selections, at least ten lines a week, should be continued, as in the preceding grades.

At least two of the suggested selections for appreciative reading, one of prose and one of verse, should be used each term. In the appreciative reading the following plan might be followed to advantage. There should be a first rapid reading to give the pupil a conception of the piece as a whole and to enable him to understand its purpose and plan. Then should come a more careful study of the important parts, the purpose of which is to aid the pupil to appreciate the power and beauty of the selection. Finally an effective oral rendering of those parts which appeal most strongly to the pupil should be sought. The children may be made acquainted with a few of the authors as they meet them, without emphasizing the biographical features.

The child's ability to read gives him a key to that which is inspiring and beautiful in literature. The teacher should then foster the habit of reading, and encourage the use of the library. As the ability to read likewise opens up the way to that which is vicious and demoralizing, it is the sacred duty of the teacher to direct the readings of the child. Give the children a list of suitable books for the grade, at least two of which should be read each term. The books should be complete stories, and assigned without any effort to teach science, history or geography. Give

informal talks on books to be read to arouse interest therein, and to cultivate a love of good literature.

2. **Silent Reading.**—Continue the work as outlined and suggested in the two preceding grades. Give varied and frequent exercises in thought interpretation. Silent reading should be closely correlated with the various subjects. Carefully direct and supervise this feature of reading in order that the child may acquire the power to interpret properly the thoughts of others, and at the same time form correct habits of study. Require the pupils to give an account of their readings by means of brief oral or written summaries and outlines. Train the pupils to take notes while reading, and to make extracts. Teach them to make an intelligent use of library books, encyclopedias and other works of reference.

3. **Oral Reading.**—Though oral reading is now given but a secondary attention, nevertheless its importance should not be minimized. Give special attention to tone, expression and phrasing. Use selections and passages that afford good exercises in expressive oral reading. These final touches on oral reading may be very effectively furthered by exercises in public speaking. The various school and class entertainments offer excellent opportunities to develop public speaking. Much suitable material may be found in the selections for appreciative readings, as well as in the shorter selections and poems, as indicated for the grade.

Encourage the use of the dictionary for the study of new words, definitions, pronunciation and syllabication.

(a) Selections for memory work. At least four of the following, or similar, selections should be memorized each term:

Oft in the Stilly Night (Moore).

We Are Free (Tennyson).

The Tides (Bryant).

The Paths of Death (Faber).

The Angel's Story (Procter).

The Dandelion (Lowell).

The Psalm of Life (Longfellow).

The Day Is Done (Longfellow).

Good Name in Man and Woman (Shakespeare).

Polonius' Advice (Shakespeare).

Fiftieth Birthday of Agassiz (Longfellow).

God in the Night (Ryan).

The Shamrock (Moore).

Crossing the Bar (Tennyson).
 The Bugle Song (Tennyson).
 Columbus—Westward (Miller).
 Song of Marion's Men (Bryant).
 To a Skylark (Shelley).
 Legend of Bregenz (Procter).
 Trees (Joyce Kilmer).
 Charge of the Light Brigade (Tennyson).
 I Wandered Lonely as a Cloud (Wordsworth).
 The Bells of Shandon (Mahoney).
 San Francisco (Harte).
 Ode to the Brave (Collins).
 The Sunken City (Mangan).
 My Birthday (Moore).
 Christ's Second Coming (Heber).
 Ring Out, Wild Bells (Tennyson).

(b) Suggested selections for appreciative reading and study. At least two should be taken each term, one of verse and one of prose:

Legend of Sleepy Hollow (Irving).
 Rip Van Winkle (Irving).
 Hiawatha (Longfellow).
 The Great Stone Face (Hawthorne).
 Sir Galahad (Tennyson).
 Vision of the Monk Gabriel (Donnelly).
 The Wreck of the Hesperus (Longfellow).
 Barbara Frietchie (Whittier).
 Legend of Bregenz (Procter).
 Tales of a Grandfather (selections) (Scott).
 The Bivouac of the Dead (Theo. O'Hara).
 The Shepherd of King Admetus (Lowell).
 Macarius the Monk (J. B. O'Reilly).
 William Tell and the Apple (Schiller).
 Horatius (Macaulay).
 Apostrophe to the Ocean (Byron).
 Elegy Written in a Country Churchyard (Gray).

Recommended Literary Readers:

The Ideal Catholic Literary Readers (Book I) (Sisters of St. Joseph).

The De La Salle Series (Book VII) (Christian Brothers).

The Grammar School Readers (Book III) (Elson & Keck).

The New Catholic National Readers (Book VII) (Benziger Brothers).

The Standard Catholic Reader (Book VII) (Doyle).

The Holton-Curry Readers (Book VII) (Holton-Curry).

Advanced Literary Reader (Part I) (Young and Field).
 Everyday Classics (Book VII) (Baker and Thorndyke).
 Fourth Reader (C. E. Series) (Shields).

Suggested Supplementary Readings:

The above mentioned readers not used as text books.
 Graded Literary Reader (Wheeler).
 Baldwin and Bender Seventh Reader (Baldwin and Bender).
 Standard Classics Readers (Book III).
 Religion (Book V) (Father Yorke).
 Jesus of Nazareth (Mother Loyola).
 The Best Foot Forward (Father Finn, S. J.).
 That Football Game (Father Finn, S. J.).
 The Cricket on the Hearth (Dickens).
 Lives of Girls Who Became Famous (Bolton).
 Lives of Boys Who Became Famous (Bolton).
 Last of the Mohicans (Cooper).
 Girlhood of Mary (Brunowe).
 A College Boy (A. Yorke).
 Story of King Arthur (Pyle).
 The Snow Image (Hawthorne).
 St. Anne de Beaupre (Sadlier).
 Story of the First Christmas Tree (Van Dyke).
 The White Ship (Dickens).
 Alexander the Great (Plutarch).
 Secrets of the Woods (Long).
 New Testament Stories (Catholic Truth Society).
 A Dramatization of the Courtship of Miles Standish.
 Children's Classics in Dramatic Form (Book V).

GRADES EIGHT-A AND EIGHT-B.

OUTLINE.

1. **Appreciative Reading and Literature.**—Appreciative reading and study of at least two masterpieces each term, one of prose and one of verse. Appreciative reading of selections from the Old and New Testaments, from standard literature, and from the Christian Doctrine Course. Memory selections. Direct the use of the library, and the home reading. List of suitable books for the grade, and assigned readings.

2. **Silent Reading.**—Continue as in the preceding grade. Supervise, direct and correlate the work with various studies. Special exercises in making brief digests and

outlines. Train to take notes while reading and to use reference works intelligently.

3. **Oral Reading.**—Exercises for voice culture, phrasing, emphasis and expression. Public speaking.

SYLLABUS.

1. **Appreciative Reading and Literature.**—The teacher should read carefully the suggestions in the syllabus of the preceding grade. The work of this year should be conducted in much the same manner and with the same ideals. The pupils of this grade are older, more experienced, and gifted with greater reasoning power, hence the work may be carried on more in detail than heretofore. At least two **literary wholes**, one of prose and one of verse, should be read appreciatively each term. This work should be supplemented by appreciative reading and memorizing of various short selections.

The various narrations, character studies and descriptions, as found in the literary selections of the grade, supply beautiful lessons in right living. Have the class make a special study of portions that furnish striking lessons in loyalty to God and to country, in heroism, and in bravery. Some attention should be paid to the structure and form of the various kinds of composition. The fine passages, beautiful images, a happy choice of words or of quoted phrases should be noted. The pupil should be encouraged to memorize choice selections which appeal to him.

The plan as indicated in the preceding grade for the use of the library, list of suitable books and assigned readings, should be followed in this grade. Encourage criticism and discussion of the books read at home. This practice will develop more intelligent reading, serve to cultivate a taste for good literature and give a special zest to reading in general.

2. **Silent Reading.**—Give many and varied exercises in silent reading. Carefully direct and guide the work of the silent reading period. It should be closely correlated with the various branches of study. Train the pupils to take notes while reading, and to make brief summaries, outlines and character sketches. The pupils of this grade should have acquired the facility to use intelligently the unabridged dictionary, encyclopedia and library reference books. The future study habits, as well as the ability to

use the notebook work called for in the high school, will depend much upon the habits developed during the silent reading periods of the grades.

3. Oral Reading.—Give special exercises in voice culture to develop concise, clear-cut and graphic expression. This work should be very closely correlated with that of silent reading and "Oral Expression," as outlined in the Language Course. Continue to develop the art of public speaking. The periodic and informal school and class entertainments offer excellent opportunities to cultivate oral expression, and to develop ease and self-confidence.

(a) Selections for memory work. At least four of the following, or similar, selections should be memorized each term:

Sound the Loud Timbrel (Moore).
 God's Scholar (Spalding).
 St. Peter's Rome (Byron).
 Emmet's Vindication.
 The Cloud (Shelley).
 Hark, Hark, My Soul! (Faber).
 Sonnet to Our Lady (Wordsworth).
 The Name of Old Glory (J. W. Riley).
 Pilgrims (J. B. O'Reilly).
 Speech at Gettysburg (Lincoln).
 Self-Control (Newman).
 June and Winter (from Sir Launfal) (Lowell).
 The Spacious Firmament (Addison).
 The Blue and the Gray (Finch).
 The Frost Spirit (Whittier).
 A Gentleman (Newman).
 Words (Procter).
 O Captain, My Captain! (Whitman).
 A Man's a Man for a' That (Burns).
 The Way to Heaven (J. C. Holland).
 Opportunity (Sill).
 Lead, Kindly Light (Newman).
 Madrono (Harte).
 The Quality of Mercy (Shakespeare).
 Charity (St. Paul) (I Cor. xiii).
 The Angelus (Harte).
 The Chambered Nautilus (Holmes).

(b) Suggested topics for short appreciative readings or assigned readings:

Dickens in Camp (Harte).
 On Good Books (Ruskin).

Give Me Thy Heart (Procter).
 Monk Felix (Longfellow).
 Declaration of Independence.
 Address to His Catholic Fellow-Citizens (Washington).
 The Prodigal Son (Luke xv: 11).
 The Roman Catholic Church (Macaulay).
 Poor Richard's Sayings (Franklin).
 Bunker Hill Oration (Webster).
 Cricket on the Hearth (Dickens).
 Sir Galahad (Tennyson).
 The Ladder of St. Augustine (Longfellow).
 Fontenoy (Davis).

(c) **Literary wholes** for appreciative reading. Two should be taken each term, one of prose and one of verse:

Evangeline (Longfellow).
 The Vision of Sir Launfal (Lowell).
 The Lady of the Lake (Scott).
 A Man Without a Country (Hale).
 The Sketch Book (Irving).
 Snow-Bound (Whittier).
 Tales from Shakespeare (Lamb).
 The Raven (Poe).
 The Bells (Poe).

Suggested Supplementary Reading Material:

The **Literary wholes** mentioned in (c) which are not used as texts.

The following texts offer much suitable material for appreciative readings:

The Ideal Catholic Literary Readers (Book II) (Sisters of St. Joseph).

Grammar School Reader (Book IV) (Elson & Keck).

The Standard Catholic Reader (Book VIII) (Doyle).

Advanced Literary Reader (Part II) (Young and Field).

The Holton-Curry Readers (Book VIII) (Holton-Curry).

The De La Salle Literary Reader (Book II) (Christian Brothers).

Riverside Series (Book VIII) (Van Sickle).

Martyrs of the Coliseum (Reilly).

Lays of Ancient Rome (Macaulay).

Fabiola (Wiseman).

Jesus of Nazareth (Mother Loyola).

New Testament Stories (Catholic Truth Society).

Short Stories (Catholic Truth Society).

St. La Salle (Brother Leo).

Letters to Jack (Kelley).

Callista (Newman).

Story of the Acts of the Apostles (Father Lynch).

St. Joan of Arc (Father Lynch).

Two Years Before the Mast (Dana).

Fifth Reader (C. Ed. Series) (Shields).

Masterpieces of American Literature (Scudder).

Graded Literary Reader (Wheeler).

SPELLING.

OUTLINE.

Instead of compiling a detailed course in spelling which, from the nature of the subject, would mean practically the writing of a text book, the committee decided to outline a method of teaching based on recent researches in the subject. The following is submitted:

Aim: The aim in the teaching of spelling is to effect an automatic control over written word forms through the medium of mental images—visual, auditory and motor. In other words, the child is to be taught to **see, hear, pronounce** and **write** words.

Presentation: It is obvious that the method of approach is all-important, and that an adequate initial presentation on the part of the teacher by means of class drill is requisite for correct habit formation in spelling.

Suggestions as to Method of Presentation:

1. Direct attention of the class to the whole word on the blackboard or in the book.
2. Pronounce word distinctly.
3. Develop meaning through the use of the word in a sentence; or, if necessary, give its definition.
4. Have children pronounce slowly and distinctly by syllables.
5. Direct attention to familiar, unfamiliar and difficult parts of words; select and underline these parts.
6. Impress the form of the word by having children close their eyes and try to visualize.
7. Have oral spelling by individuals or by the class. In either case, the oral spelling should be preceded by a clear and accurate pronunciation of the word by the children.
8. Have the children write the word a few times, spelling it quietly as they write.

To summarize: The essentials of method in the teaching of spelling are: The vivid picturing of the word in

whole and in part; attentive repetition; frequent use in drill and practice until the spelling becomes automatic.

Any general method of presentation must be adapted to differences in words and in pupils.

Value of Spelling: The study of spelling has value for the child to the extent that the words learned are those that he uses or will use in the writing involved in carrying on the affairs of life. The choice of words is, therefore, important.

Word Lists: Economy of time and effort demands a list of the words commonly used in the writing of children and adults. Reliable investigations have furnished such lists, which, in actual class work, will have to be supplemented according to needs and environment.

Extent of Vocabulary: It has been proved that the number of words to be taught need not be large; that 4000 or 5000 words are adequate for all the demands that are likely to be made on the average person, and that the thorough teaching of 3000 or 3500 selected words is sufficient for ordinary use, provided that training be given in the use of the dictionary.

Lesson Allotment: In the elementary grades, teach two new words daily, and review three or four of those previously learned.

Review: Frequent and systematic review is the only solution for the problem of retention. Oral reviews may take the form of competitive drills.

Dictation: Apart from the use of words in written sentences, spelling has little significance. Therefore, there is need for carefully planned dictation exercises, either as separate sentences or as short paragraphs, involving familiar words. The short exercises for dictation found in the text book may be used for this purpose, or the teacher may formulate a new context.

Enunciation: Since children tend to spell as they speak, insist upon clear enunciation. Give attention to overcoming habitual inaccuracies of speech.

Class Lists: Lists of words commonly misspelled in the written exercises should be kept by the teacher, and reviewed periodically.

Personal Lists: Teach pupils, from the Third Grade on, to prepare personal lists, comprising mainly those words

misspelled in written exercises. The keeping of such lists will require supervision on the part of teachers. An occasional test may be given from these note books. Pupils in opposite seats may dictate words to each other, and the written papers corrected by the children or by the teacher. An alphabetical arrangement of lists will serve as a preparatory training for the use of the dictionary.

Dictionary: From the Fourth Grade on, children should be taught to use the dictionary. In this connection, the teaching of the principal diacritical marks will be of value.

Homonyms: In initial presentation, teach homonyms separately; later, in related groups.

Prefixes and Suffixes: Teach the common prefixes and suffixes.

Grading: There is little agreement on the grading of words, but it is safe to hold that a word should be taught in the grade where the demand for it arises.

Recommendations: It will be necessary to teach children the method of independent study. It may be introduced at the end of the class drill, by allowing a few minutes for study of the whole list of words. Each pupil should be urged to spend greater time on the words that are difficult for him. The time for independent study should be brief, so as to insure vigorous attention. At the end of this period, call upon children individually, and in concert, to spell the list without looking at the book; in case of hesitancy, have them refer to the book again. Finally, dictate the list to the class, using each word in a sentence.

In review, should a word be misspelled, correct it immediately, orally and in writing, so as to avoid the danger of having the wrong form impressed.

Cultivate the habit of verifying the spelling or the pronunciation of a word when it is first doubted.

In making assignments of seat work, guard against mechanical repetition.

Maintain high standards of accuracy in the written work in all subjects.

The following texts will meet the requirements of this outline:

Common Word Speller, Books I and II (Lewis), Ginn & Co.

Essentials of Spelling (Pearson and Suzzallo), American Book Co.

Test and Study Speller, Books I, II, III (Starch & Mirick), Silver, Burdett Co.

Modern Speller, Books I and II (Van Wagenen), Macmillan Co.

See also :

California State Speller (Grace Fernald).

Ayres' List of 1000 Words.

COURSE OF STUDY IN LANGUAGE, GRAMMAR AND COMPOSITION.

FOREWORD.

The accompanying outline and syllabus are intended to cover in detail the language work of the first four grades, and to serve as a guide in the use of the text book in subsequent grades.

Experience has shown that the work of the first three grades can easily be carried on without a text book.

An elementary text may, if so desired, be introduced into the fourth grade and completed in the fifth grade. Care should be taken to select a text which places the emphasis on practice in speaking, reading, interpreting and writing, under the guidance of the teacher. In other words, a text should be selected in harmony with the course here outlined.

The following texts meet the requirements of this course of study:

Essentials of English, Book I (Pearson & Kirchwey).

Essentials of English, Book II (Pearson & Kirchwey).

Oral and Written Language, Book I (Potter, Jeschke & Gillet).

Oral and Written Language, Book II (Potter, Jeschke & Gillet).

Everyday English, Book I (Baker & Thorndyke).

Everyday English, Book II (Baker & Thorndyke).

McFadden Language Series, Book I (E. B. McFadden).

McFadden Language Series, Book II (E. B. McFadden).

Should there be reason for selecting a text that places the emphasis on technical grammar, such text should be supplemented from above list.

Teachers should familiarize themselves with the entire course of study, and plan their work with a view to supplying any deficiencies found in the pupils at the time of their entry into a grade.

The nomenclature used in this course is that adopted and recommended by the committee appointed by the Catholic

Educational Association in the Convention of 1914, and published in the Report of November, 1915. It is strongly recommended that teachers conform to it wherever it is possible to do so without causing confusion in the mind of the child, by reason of difference from the nomenclature followed in the text book actually used in the school.

Acknowledgment is gratefully made to Ginn & Company for permission to draw largely in this outline from "Language Work in Elementary Schools," by M. A. Leiper. The teacher will find in this book many useful suggestions and helps, as well as a rich store of teaching material. It will prove of genuine value as a working manual for daily use. The bibliography will be especially helpful, for it contains all the references that the grade teacher will need.

"Speaking and Writing English," by Sheridan, published by Sanborn & Company, is also highly recommended. It presents clear, definite standards for both oral and written work in the different grades.

GRADE ONE-A.

OUTLINE.

I—ORAL LANGUAGE WORK.

Original Expression:

1. Conversation Exercises.
2. Observation Lessons.
3. Story Telling.

Imitative Expression:

1. Memorizing Work.
2. Dramatization.
3. Language Games.

II—WRITTEN LANGUAGE WORK.

Preparation for Written Language.

III—GENERAL WORK.

Desk Work.
Technical Matters.

SYLLABUS.**I—ORAL LANGUAGE WORK.****Aim:**

To encourage free conversation about things in which children are interested.

To secure clear articulation and correct forms in everyday speech.

To lead children to make correct and complete statements.

Original Expression:

1. Conversation Lessons:

Topics: (a) The home; the child's experiences; helping mother and father; toys and playthings; pets; good times. (b) The school; teacher; playmates; games; lessons. (c) Things in nature; flowers; birds; seasons; holidays. (d) Pictures.

2. Observation Lessons.

Seeing and Telling.

Objects, Pictures, etc.

3. Story-Telling—Reproductions.

Use short stories suited to the age of child. Bible stories. Stories of child life. Animal stories. Fairy stories.

Aim at correct language and complete statements, though the important thing is to develop the imagination.

Imitative Expression:

1. Memorizing Work—At least two poems.

Short poems. Mother Goose Rhymes. Nursery Rhymes and Jingles. The Hymns and Poems indicated for this grade in the Christian Doctrine Course.

Other appropriate poems may be found in any collection of poems suitable for children. Selections may be made from the following:

Twinkle, Twinkle, Little Star (Taylor), Little Birdie (Tennyson), The Swing (Stevenson), Bed in Summer (Stevenson) Rain (Stevenson) Little Things (Brewer), In the Heart of a Seed (K. L. Brown), Kind Hearts Are the Gardens (selected).

2. Dramatization.

Stories read aloud by the teacher.

3. Language Games.

As a means of securing correct forms of speech.—

In this grade aim at correcting: "I seen it." "I done it." "I ain't." "It was me." "I ain't got no book." "Me and him did it," and a few other of the more common errors.

II—WRITTEN LANGUAGE WORK.

No written language is required in this grade.

A preparation for written work may be made by a methodical use of the seat work accompanying the reading system in use.

The printed word cards and sentence builders afford opportunities for teaching proper spacing, placing of capitals, periods, etc.

III—GENERAL WORK.

Desk Work.

1. Word Cards.
 2. Sentence Building.
- Technical Matters.
Capitals and Punctuation.

Attention called to capital at the beginning of sentence, period at the end.

GRADE ONE-B.

OUTLINE.

I—ORAL LANGUAGE WORK.

Original Expression:

1. Conversation Exercises.
2. Observation Lessons.
3. Story Telling—Reproductions.

Imitative Expression:

1. Memorizing Work.
2. Dramatization.
3. Language Games.

II—WRITTEN LANGUAGE WORK.

Original Expression:

1. Single Sentence Work.

Imitative Expression:

1. Copying very simple sentences.
2. Very easy sentence dictation.

III—GENERAL WORK.

Desk Work.

Technical Matters.

SYLLABUS.

I—ORAL LANGUAGE WORK.

Aim:

Same as One-A.

Original Expression:

1. Conversation Exercises.
Continue and enlarge work of Grade One-A.
2. Observation Lessons and Reports.
Correlate with nature study.
3. Story Telling—Reproductions.
Continue the work of Grade One-A.

Imitative Expression:

1. Memorizing Work.—Minimum requirement, two or three short poems.
Hymns and poems assigned to this grade in Christian Doctrine Course.
Other poems suitable to children in this grade may be selected from list under Grade One-A.
2. Dramatization.
(a) Stories and poems in the school reader in which the dramatic element predominates.
(b) Other stories read aloud by the teacher.
3. Language Games.
Use some language game daily. There is no limit to the number of games the ingenious teacher can plan to meet a single incorrect expression, e. g., the "I seen" habit.
Select a few common errors that have become fixed habits among children and aim at correcting these, mainly by oral drills on the correct forms, and especially by the language games.

These errors are mainly:

1. Verb errors.
2. Pronoun errors.
3. Colloquialisms.
4. Mispronunciation.
Instance: "Gimme that." "Whatcher doin'?"

II—WRITTEN LANGUAGE WORK.

Original Expression:

1. Single Sentence Work.

Imitative Expression:

1. Copying very easy sentences.
2. Very easy sentence dictation.

III—GENERAL WORK.

Desk Work.

1. Word Cards.
2. Sentence Building.

The child should learn to write his own name and address.

He should have considerable practice in copying easy script sentences from the blackboard.

Technical Matters.

1. Capitals: At the beginning of sentence, the pronoun I, the child's name. Also for the name of God.
2. Punctuation: Period at the end of sentence.
3. Correct Usage. Is and are; was and were; saw and and seen; did and done; I and me; he and him; she and her.

GRADE TWO-A.**OUTLINE.**

I—ORAL LANGUAGE WORK.

Original Expression:

1. Conversation Exercises.
2. Observation Lessons and Reports.
3. Story Telling.

Imitative Expression:

1. Memorizing Work.
2. Dramatization.
3. Language Games and Drills.

II—WRITTEN LANGUAGE WORK.

Original Expression:

1. Simple Sentence Work.

Imitative Expression:

1. Copying Work.
2. Dictation Exercises.

III—GENERAL WORK.

Desk Work.

Technical Matters.

SYLLABUS.**Aim:**

To develop ability to **think** and to express the thought in reasonably correct language.

By the end of the second year, the pupil should be able to speak or write three or four logically related statements on one subject. In the written work, a knowledge of certain matters pertaining to capitalization, punctuation and form should be demanded.

The work of correcting bad habits of speech should be kept up unceasingly by the teacher.

The correlation of nature study and literature with language work should be systematically introduced in this grade.

I—ORAL LANGUAGE WORK.**Original Expression:**

1. Conversation Exercises.

Conversation exercises should be continued along the lines suggested in the First Grade. Matters of general interest to children may be introduced. Holidays, special occasions, the circus, etc., may be used for topics. Matters connected with good manners and correct personal habits may find place here.

2. Observation Lessons and Reports.

The world of nature affords great opportunity for training in observation.

Correlate nature study with the language lesson.

Pictures may be used effectively.

More detailed description of the objects or the pictures should be expected than in the First Grade.

Avoid weak beginnings, such as "I see," "I have," "I like," etc.

3. Story Telling.

The telling of reproduced and original stories gives increase of power in expression and develops the imagination. The stories best suited to this grade are Bible stories; The Fables of Aesop; the Fairy Tales of Grimm or Andersen.

Imitative Expression:

1. Memorizing Work.

Minimum requirement, three poems during the term, exclusive of hymns.

The memorizing of poems and hymns assigned to this grade in the Christian Doctrine Course. Also other poems suitable to the grade.

Selections may be made from the school readers; from various collections of poems for children or from the following:

If I Were a Sunbeam (Lucy Larcom), Seven Times One (Jean Ingelow), Wynken, Blynken and Nod (Field), Why Do Bells of Christmas Ring? (E. Field), Great Wide Wonderful Beautiful World (B. Rands), The Dewdrop (Sherman), The Land of Story Books (Stevenson), If All Were Rain (C. Rosetti), Discontent (S. Jewett), The Owl and the Pussy Cat (Edward Lear), Who Stole the Bird's Nest? (L. M. Childs).

2. Dramatization.

Only short and simple stories should be chosen for dramatization.

Nearly all the stories learned may be made real to the children by dramatization.

Fable, legends, folk stories, etc., are most suitable for this work.

3. Language Games and Drills.

In addition to the games whose purpose is to correct definite mistakes in speech, others of a more general nature may be introduced.

II—WRITTEN LANGUAGE WORK.**Original Expression:**

1. Simple Sentence Work.

Spend considerable time teaching children to write a single complete sentence.

Keep the sentence simple. In this way, the "and" and "but" and "so" will not have a chance to get rooted in the child's written language.

Let the written work grow naturally out of the oral work.

The requirements in capitalization, punctuation, etc., set for this grade should be taught in connection with this work.

Imitative Expression:

1. Copying Work.

This work may be done at the desk, giving practice in language and writing.

Sentences and short passages from the reader may be copied.

2. Dictation Work.

III—GENERAL WORK.

Desk Work.

The copying work is done as language work.

Children may prepare illustrative material for written stories, such as drawings, paper-cutting, etc.

Technical Matters.

In addition to the points outlined in the First Grade, children should master the following:

1. Capitals.

The beginning of every line in poetry; the first letter in the names of the days of the week; persons; places; Mr., Mrs., Dr., St.

2. Punctuation.

(a) Period after abbreviation Mr., Mrs., Dr.

(b) Question mark.

(c) Correct usage: Was and were; has and have; there is and there are; there was and there were; our and are; they are and there are.

GRADE TWO-B.

OUTLINE.

I—ORAL LANGUAGE WORK.

Original Expression:

1. Conversation Exercises.

2. Observation Lessons and Reports.

3. Story Telling.

4. Small Beginnings in Oral Narration of Real Experiences.

Imitative Expression:

1. Memorizing Work.
2. Dramatization.
3. Language Games and Drills.

II—WRITTEN LANGUAGE WORK.**Original Expression:**

1. Simple Sentence Work.
2. Several related statements forming small written composition in paragraph form.
 - (a) Simple letter form.
 - (b) Narration, description, etc.

Imitative Expression:

1. Copying Work.
2. Dictation Exercises.

III—GENERAL WORK.

Desk Work.
Technical Matters.

SYLLABUS.**Aim:**

Same as Two-A.

I—ORAL LANGUAGE WORK.**Original Expression:**

1. Conversation Exercises.
2. Observation Lessons and Reports.
3. Story Telling.

Stories that have been read from the school reader or from supplementary readers may be used for reproduction.

Illustrate stories by drawings and paper-cutting, etc.

Work of Grade Two-A continued and enlarged.

Stories of greater length and fuller detail may be given.
4. Small beginnings in oral narration of real experiences; descriptions, etc.

Complete oral composition consisting of from three to five statements on a definite subject, may be expected by the close of this year.

These little compositions may take the form of:

- (a) Narration of real experiences.
- (b) Description of objects, pictures, etc.

Imitative Expression:

1. Memorizing Work.
Minimum requirement, three poems during the term exclusive of hymns.
Hymns and poems from Christian Doctrine Course.
Also others selected from school readers, from the various collections of poems suitable for children or from the following:
Suppose, My Little Lady (Ph. Cary), Little Brown Hands (Kroeet), All Things Beautiful (Alexander), The Merry Brown Thrush (Larcom), Our Heavenly Father (Faber), Hearts Good and True (Faber), October (H. H. Jackson), Sleep, Baby Sleep (E. Prentiss), Don't Give Up (Ph. Cary), There Are Many Flags (Anon.), I Love You, Mother (Joy Allison), Wishing (Allingham).
2. Dramatization.
3. Language Games and Drills.
As in preceding grades.

II—WRITTEN LANGUAGE WORK.

Original Expression:

1. Simple Sentence Work.
Let the written work grow naturally out of the oral work.
2. Small Written Compositions.
 - (a) Simple letter form.
 - (b) Small beginnings at Narration and Description.

Letter Writing: Towards the latter part of the year a small beginning in the study of the simple letter form should be made. The body of the letter should consist of but three or four sentences.

Subjects discussed in the observation reports and conversation periods will offer material about which to write.
1. Narration.
After children have developed a fair ability in constructing sentences, they may be expected to write little compositions of from three to five sentences on a given subject.

Oral discussion should precede the written work.
The teacher may write several questions on the board.
By answering these, the pupil will have his statements arranged in logical form.

Imitative Expression:

1. Copying Work.
The copying of sentences, stanzas of poetry.
Little letters.
2. Dictation Work.
Sentences containing troublesome words, and the correct forms of words and phrases that are often incorrectly used by the children, should be prepared and dictated by the teacher. For this work the board should be used most of the time.

III—GENERAL WORK.

Desk Work.
As in Grade Two-A.
Technical Matters.

1. Capitals.
The first letter in the names of the days of the month.
2. Punctuation.
Period: After very common abbreviations; after initials.
Question mark: After interrogative sentences.
Comma: After salutation and closing phrase in letters.
3. Correct usage.
Come and came; may and can; doesn't and don't; go, went and gone; I haven't any; I have no.

GRADE THREE-A.**OUTLINE.****I—ORAL LANGUAGE WORK.****Original Expression:**

1. Conversation.
2. Observation Lessons and Reports.
3. Story Telling.
4. Oral Compositions involving Narration, Description, Exposition.

Imitative Expression:

1. Memorizing Work.
2. Dramatization.
3. Language Games and Drills.

II—WRITTEN LANGUAGE WORK.

Original Expression:

1. Letter Writing.
2. Observation Reports.
3. Compositions involving Narration, Description and Exposition.

Imitative Expression:

1. Copying Work.
2. Dictation Exercises.

III—GENERAL WORK.

Vocabulary Work.
Technical Matters.

SYLLABUS.

Aim:

To teach children to think a sentence before speaking it.

To secure more orderly talking.

To form the habit of speaking every word distinctly.

To make the written work a natural outgrowth of the oral work.

To develop power to write independently a few interesting sentences on a given topic.

At least three-fifths of the work is still oral, though written exercises involving the paragraph should be frequently given, and some written work should be done every day.

I—ORAL LANGUAGE WORK.

Original Expression:

1. Conversation Exercises.

In this grade conversation will be used as the means by which the regular language work will be introduced and conducted.

The language used by the children in conversation should be closely watched.

2. Observation Lessons and Reports.

More difficult subjects may be assigned and more careful observation required.

The out-of-doors affords an inexhaustible source of material for observation.

3. Story Telling.

The learning and telling of stories should be continued.

About six or eight stories of some length should be taught for the purpose of reproduction, though many others may be told by the teacher to teach lessons of various kinds.

Stories may be taken from various sources, e. g., Bible Stories from Old and New Testaments.

The Fairy Tales which teach truth but not facts.

Folk Stories.

The Animal Stories of Thomas Seton; Uncle Remus; Long.

The Fables of Aesop.

4. Oral Compositions, involving Narration, Description and Exposition.

The task of leading children to make several connected statements on a given subject should be continued.

Although written work will usually follow, the oral composition is planned as an end in itself.

Four or five statements will be sufficient for a composition, although quality rather than quantity should be the aim.

For the convenience of the teacher, the work may be grouped under the heads, "Narration," "Description" and "Exposition" though these terms are not to be used in directing the work.

Imitative Expression:

1. Memorizing Work.

Minimum requirement, three poems during the term, exclusive of hymns.

The memorizing of selections should be continued and greater stress placed on the interpretation and understanding of the poem or other selection.

Beautiful passages from the Scripture lesson, hymns from the Christian Doctrine Course, poems from various collections compiled for children, may be selected for this purpose.

Any of the following may be suggestive:

The Catechism of the Clock (E. Donnelly), A Child's Wish (Father Ryan), Hiawatha's Childhood (Longfellow), Pippa's Song (Browning), The Bluebird (Emily Miller), America (Samuel Smith), Little Boy Blue (E. Field), O Little Town of Bethlehem (Phillips Brooks), Give (Adelaide Proctor), Rain-

how Fairies (Hadley), Sheep and Lambs (K. T. Hynkson).

2. Dramatization.

Most of the stories learned in the story-telling work should be dramatized.

Reading lessons in which much dialogue appears may be recited in semi-dramatic form.

All of the work in dramatization may be correlated with the teaching of reading.

3. Language Games and Drills.

The work of correcting common errors of speech, as well as the formation of correct habits of speech, should be continued in this grade by means of daily oral drills and language games.

II—WRITTEN LANGUAGE.

Original Expression:

Subjects assigned for written work should first be discussed orally with the children.

1. Letter Writing.

Most of the little narrations, descriptions and expositions may be put in letter form.

Teach correct form of letters.

2. Observation Reports.

Reports will take the form of:

(a) Narration.

(b) Description.

(c) Exposition.

Imitative Expression:

1. Copying Work.

Poems, Memory Gems, selections from reading lessons may be copied at the desk as part of the assignment in writing.

Utmost care should be insisted on in all copying exercises.

2. Dictation Exercises.

Some of the sentences may be written on paper at the desks, though the boards should be used most of the time.

Dictation may be used to teach correct usage in all technical matters required in this grade.

III—GENERAL WORK.

Vocabulary Work.

Definite effort to enlarge and improve vocabulary of the child.

Constantly add to the stock of understood words. Use these words correctly in sentences.

Have the pupil make a little dictionary or word-book of his own in which he arranges alphabetically new words as mastered.

Correlate with Reading and Spelling lesson.

Technical Matters.

1. Capitals: First letter in all proper names.
2. Punctuation.
 - (a) Period: With abbreviations.
 - (b) Comma: In dates.
 - (c) Apostrophe: In common contractions.
 - (d) Hyphen: In dividing words.
3. Abbreviation: Names of months. Home State.
4. Address: Pupil's name and address, with correct punctuation of same.
5. Form: Sentence margin, paragraph margin, indentation, letter form.

In all the above work no formal rules are to be required.
6. Correct Usage: To, too, two; good and well; no, not, never; that and what; let and leave.

GRADE THREE-B.

OUTLINE—As in Three-A.

SYLLABUS.

Aim:

In this grade written language becomes important, but its growing prominence should not put oral work in the background. Systematic instruction in oral language should be kept up through the entire course.

Of the various forms of written work, the letter should be given most prominence.

All oral language recitations should be carefully supervised.

I—ORAL LANGUAGE WORK.

Original Expression:

1. Conversation:
Used mostly as introductory to the language lesson.
2. Observation Lessons and Reports.
As in Grade Three-A.
3. Story Telling.
As in Grade Three-A.
4. Oral Composition, involving Narration, Description and Exposition.
As in Grade Three-A.

Imitative Expression:

1. Memorizing Work.
Minimum requirement, three poems, exclusive of hymns.
The selection should be read or recited by the teacher rather than studied from the printed page by the child.
Concert repetition should be less frequent than in earlier grades.
See suggested list under Grade Three-A.
2. Dramatization.
As in Grade Three-A.
3. Language Games and Drills.
As in Grade Three-A.

II—WRITTEN LANGUAGE WORK.

Original Expression:

1. Letter Writing.
By the close of this year children should be able to write little letters of one paragraph on various subjects, and in correct form.
2. Observation Reports.
These reports usually follow the oral discussion.
3. Short Compositions, involving Narration, Description and Exposition. Limit to one paragraph of four or five sentences.
Narration and Description will be found suited to every grade, but only the very simplest form of exposition is to be attempted, e. g., how to do; how to play, etc.
(a) Narration.—After children have been led to tell experiences they have had or have heard, they may

be asked to put some short ones into writing. Stories may be used in the same way. Attach importance to good beginnings and good endings. Avoid the trite and the trivial.

- (b) Oral descriptions should lead to written work of the same kind. Pictures are especially useful in this exercise.

Imitative Expression:

1. Copying Work.

As in Grade Three-A.

Let the exercises grow gradually in difficulty, care being taken to select passages that contain words and expressions that children have a tendency to use incorrectly.

2. Dictation Exercises.

Take note of the common errors of the pupils, and let the correct usage appear in the sentence dictated.

III—GENERAL WORK.

Vocabulary Work.—As in Grade Three-A.

Technical Matters.

1. Capitals: First letter in all common titles and in direct quotations.
2. Punctuation.
 - (a) Period: No new rule.
 - (b) Comma: In series, after address.
 - (c) Apostrophe: In Possessive Singular.
3. Abbreviations: As in previous grades, and the few needed in Arithmetic, doz., qt., ft., yd., lb.
4. Plurals: The few irregular plurals met in reading work; mice, men, children, leaves, etc.
5. Address: Address of parents and relatives with correct punctuation.
6. Form: As in Grade Three-A.
7. Correct Usage: Lie and lay; teach and learn; write and right; know and no; of and off; got and have.

GRADE FOUR-A.

OUTLINE.

I—ORAL LANGUAGE WORK.

Original Expression:

1. Observation Lessons and Reports.
2. Recitation by Topics.
3. Story Telling.
4. Oral Compositions, involving Narration, Description and Exposition.

Imitative Expression:

1. Memorizing Work.
2. Dramatization.
3. Language Games and Drills.

II—WRITTEN LANGUAGE WORK.

Original Expression:

1. Letter Writing.
2. Easy Compositions, involving Narration, Description and Exposition.

Imitative Expression:

1. Copying Work.
2. Dictation Work.

III—GENERAL WORK.

Dictionary and Vocabulary Work.
Technical Matters.

SYLLABUS.

I—ORAL LANGUAGE WORK.

Original Expression:

1. Observation Lessons and Reports.
This work should be continued and enlarged. In addition to knowledge gained by actual observation, children may learn much by using books of reference and supplementary readers of the school library. The language of the report should be carefully watched and corrected.
2. Recitation by Topics.
This work may be found profitable in Geography and Reading classes, in nature study and elsewhere.

Separate topics may be assigned, or topics may be selected by the children.

3. Story Telling.

This work is a continuation of work outlined for preceding grade.

The simple repeated story is the principal kind used in the lower grades. Here the children find the story for themselves. This gives an incentive for outside reading.

Bible stories are always interesting and should find a place here.

History stories, stories of travel and adventure are suitable also for this grade.

4. Compositions.

Narration.

The telling of stories that have been heard or read should lead to the narration of actual experiences.

This work will be a continuation of that done in preceding years.

Picnics, visits to the country, trips of various kinds, are subjects that will prove interesting for narration.

Description.

Objects and scenes from nature furnish good material for description.

Correlate with observation work. Pictures may still be used effectively.

Exposition.

Use simple form of exposition in which children are led to state general facts of interest about subjects closely related to their lives.

Imitative Expression:

1. Memorizing Work.

Continue work of earlier grades.

The poems should still be recited or read by the teacher to avoid unnatural expression if children memorize from the printed page.

Avoid long poems.

From three to four poems may easily be studied and memorized during the term.

The children should be given frequent opportunity for the repetition of selections memorized during previous years.

Material for this work may be selected from Christian Doctrine Course, the school readers, and the various collections of poetry for children to be found in the school library or among the following:

Poems for Memorizing:

My God, How Wonderful Thou Art (Father Faber),
 Consecration to Mary (Father Faber), Nobility
 (Alice Cary), America (Smith), The Star-Spangled
 Banner (F. S. Key), The Brook, selections (Tennyson),
 The Daffodils (Wordsworth), Sweet and Low (Tennyson),
 The Night Wind (Field), A Child's Thought of God (Mrs. Browning),
 Wishing (Allingham), Another Blue Day (Carlyle).

2. Dramatization.

As in preceding grades, reading lessons, in which much dialogue appears, may be acted as they are read to secure more natural expression.

The Scripture Lessons may easily be dramatized, e. g., a little Nativity play may be arranged by or for the children and form part of the language work.

II—WRITTEN LANGUAGE WORK.**Original Expression:**

Written work follows oral discussions.

1. Letter Writing.

In this grade the complete letter form for social letters, together with the addressing of envelopes, is to be mastered.

Much of the composition of the grade may be in letter form. This gives the child an incentive for writing, as it furnishes an audience.

2. Easy Compositions, involving Narration, Description and Exposition.**(a) Narration.**

After stories or experiences have been told in the oral story-telling period, the children may put the same in writing, in order to learn orderly arrangement of subject matter and proper time sequence.

(b) Description.

As in the directions on oral description.

(c) Exposition.

As in the directions on oral exposition.

Imitative Expression:**1. Copying Work.**

The work outlined in the previous grades should be continued and the passages for copying may be longer.

The purpose of this work is mainly to emphasize good usage.

Insist on perfect copy of model.

2. Dictation work.

In addition to sentences, short poems or gems that are being memorized may be used. The children make their own corrections.

The daily familiar prayers may form material for both copying and dictation.

III—GENERAL WORK.

Dictionary and Vocabulary Work.

Preliminary work leading to the use of the dictionary may be done. Words of a paragraph or promiscuous lists of words may be arranged in alphabetical order according to first two or three or even four letters.

Lists of new words may also be kept. Some work in homonyms may be done here, e. g., week and weak; sale and sail; whole and hole, etc. Sentences illustrating these words may then be made.

Technical Matters.

In addition to the points outlined in previous grades under this head, the following should be emphasized in written work of this grade.

1. Capitals.

Names of God and personal pronouns referring to God, proper adjectives.

2. Punctuation.

(a) Comma: Before direct quotation; in series.

(b) Quotations: Both simple and broken quotations.

(c) Apostrophe: Contractions.

(d) Exclamation Point: At close of sentences expressing strong feeling.

3. Abbreviations.

Rev., U. S., Co., and the few new abbreviations that may be required in Arithmetic.

4. Contractions—The common contractions met in reading lessons and constantly used.

I'll, can't, hasn't, doesn't, don't, etc. Emphasize don't and doesn't.

A good text book may be introduced in this grade, care being taken to select a text which places the emphasis on practice in speaking, reading, interpreting and writing under the guidance of the teacher.

GRADE FOUR-B.

Outline and Syllabus as in Grade Four-A.

The work of Grade Four-B is but an extension of the work of Four-A, and the same outline may be followed, care being taken that the work is not a mere repetition, but that there is perceptible advance.

Grammatical Principles.

In this grade introduction to certain grammatical principles should be made. The children master these principles, not by learning definitions and rules, but by learning to recognize the grammatical forms as they appear in the reading lesson and composition.

- (a) The sentence.
- (b) Subject and predicate.
- (c) Nouns: Plurals—Review regular plurals and the few irregular plurals already learned. Plurals of nouns ending in “y.”
- (d) Verbs: Past, present and future time.
- (e) Adjectives: Descriptive.

GRADE FIVE-A.**OUTLINE.****I—ORAL LANGUAGE WORK.****Original Expression:**

- 1. Observation Lessons and Reports.
- 2. Recitation by Topics.
- 3. Story Telling
- 4. Narration.
- 5. Description.
- 6. Exposition.

Imitative Expression:

- 1. Memorizing Work.
- 2. Dramatization.
- 3. Drill Work in Language.

II—WRITTEN LANGUAGE WORK**Original Expression:**

- 1. Letter Writing.
- 2. Narration and Story Work.
- 3. Description.
- 4. Exposition.

Imitative Expression:

1. Copying Work.
2. Dictation.

III—GENERAL WORK.

Use of Dictionary—Word Study.
Technical Matters.

SYLLABUS.**I—ORAL LANGUAGE WORK.****Original Expression:**

1. Observation Lessons and Reports.

The method is the same as that outlined in earlier grades, with perceptible increase in extent and detail. The children should gain their knowledge not only from observation of nature, but by continued reference to the books for supplementary reading in the school library. The oral reports should consist of clear, definite and correctly worded statements in proper sequence.

Let children feel that it is a desirable thing to be able to speak good English.

While talking, the child should stand erect and away from the desk, preferably facing the class.

2. Recitation by Topics.

The topical method of recitation may be used effectively in geography, history, nature study, in reading lessons and in observation reports. It is especially useful in summarizing the main points of a lesson, and affords an excellent training in language.

3. Story Telling.

Some time may still be devoted to myths and legends, but more should be spent on biography, and on stories of adventure and discovery, of history and of animal life. Bible stories and the deeds of saints and heroes should be given considerable place in this grade. At least one long story should be read and repeated by the class.

4. Narration.

The story telling work naturally leads children to relate actual experiences in their own lives. Work against tendency of children to wander from the point and to introduce the trivial and irrelevant

into their narration. The children's free self-expression is developed by drawing upon their personal experiences. This is what they know best, and can best talk about.

5. Description.

The work in description may include:

- (a) Description of objects or scenes before the eyes, or those described in poems or prose selections from the reading lessons. A good plan is to select a line and have the children tell just what they would paint from it if they were artists.
- (b) Description of persons, including characters in literature or history with which children are familiar.

6. Exposition.

The simplest form of exposition which merely gives interesting information about a thing is important because it demands investigation with a view to discussion before the class. Only subjects dealing with concrete things should be selected, e. g., "How to Play Baseball," "How to Grow Good Onions" (in connection with school gardens).

Imitative Expression:

1. Memorizing Work.

This is a continuation of the work already described in earlier grades. Let the children memorize from the printed page, only after the selections have been read and thoroughly studied in class.

Only poems of genuine merit should be memorized. At least three poems and half a dozen memory gems should be learned during the term. Selections may be made from poems called for in the Christian Doctrine Course, those in the school reader of the grade, and those found in the Language Text in the hands of the pupil. See Course of Literature for this grade.

2. Dramatization.

Children may, under the direction of the teacher, prepare or adapt most of the plays presented from the material found in the long story assigned for the grade.

If plays in finished form are desired, many excellent books are available, such as Skinner and Laurence's "Little Dramas for Primary Grades," Jane Andrews' "Historical Plays," Florence Holbrook's

Dramatic Reader for Lower Grades," "Holiday Dialogues from Dickens" (Walter Baker and Company), Mary Gardner's "Work That Is Play." Correlate this work with the reading lesson.

3. (a) Correct Language Drills.

Good English is mastered by practice, not by rule. Not knowledge but habit counts in speech. Any number of language games and drills may be thought out by the ingenious teacher, and form part of the daily drill. These games should be short and lively—never over five minutes.

(b) Enunciation and Pronunciation Drills.

Poor enunciation is partly a matter of ignorance, partly of laziness. Some children are too lazy to enunciate clearly.

The only way to secure clear enunciation is by practice. If children could learn to sound their final consonants and color their vowels, their whole speech would be transformed. This should be the aim of the Fifth Grade. Pay particular attention to final g's, t's, d's and th's.

II—WRITTEN LANGUAGE WORK.

Original Expression:

Extend and strengthen the lines of work laid down in previous grades. Sentence work should still be restricted to the **simple sentence**, except in the case of pupils who naturally write the longer sentence well. Ordinarily, the Fifth Grade child loses himself in a complex or compound sentence.

The Original Paragraph:

This should show an increase in length, and the beginning of skill in developing the simple themes on which pupils write. Focus the thought on a single phase of the theme, and make the whole paragraph turn on that. Insist on each pupil doing his best, and refuse to accept careless work. Transfer the burden of criticism to the shoulders of the pupils. Train children to the habit of criticism and correction of their written work before handing it in.

1. Letter Writing.

The knowledge of the complete letter form, with its variations to suit different kinds of letters, is aimed at in this grade. These letters may still be limited to one paragraph, and should be simple,

sincere, informal, such as children would write to one another. Invitations to school parties, letters of sympathy to sick classmates, letters to friends and relatives, will afford a pleasing variety. Adopt a standard form and insist on its use.

2. Narration.

The shorter stories that are learned in the story work may frequently be put in written form. Stories learned or read may also serve as models, or as inspiration for original stories.

3. Description.

The general directions given under oral language work may be followed here. The aim is to make the description on paper so clear that the reader can really see the things described. Let the teacher collect descriptions of people, buildings, landscapes, etc., to be read to the children and discussed by them.

4. Exposition.

The directions given for oral language work apply equally here. Let children have a definite subject in which they will feel the necessity for clearness and exactness, e. g.: Write out a recipe for making candy; an instruction for a game, etc.

Imitative Expression:

1. Copying Work.

Copying work, as suggested in preceding grades, may be continued here. Good usage may be taught in this way.

2. Dictation.

This very important work, the purpose of which is to teach spelling and correct usage of punctuation, capitalization, etc., must never be omitted or neglected. A short passage from prose or poetry may be dictated. A passage from a reader may be dictated after it has been read and studied, and the reasons for the various capitals and punctuation marks elicited and explained. Do not let the pupils merely memorize the location of the marks of punctuation.

III—GENERAL WORK.

Dictionary and Vocabulary Work.

Systematic effort should be made to increase and improve the child's vocabulary

Each child should have a dictionary, and should form the habit of looking up the meaning of the difficult words that occur in the reading or other lessons.

The diacritical marks on the key words will have to be taught so that the children may get the correct pronunciation, together with the meaning. Teach also the correct dividing of words into syllables, and the correct accent.

Technical Matters.

1. Capitals.

In the titles of books, papers and compositions; in titles of honor and respect; for names of countries, nationalities and religions.

2. Punctuation.

(a) Comma after "yes" and "no" in answers.

(b) Quotation marks.

(c) Hyphen: in compound words.

3. Abbreviations.

Hon., Gov., M.D., Jr., Sr.

4. Contractions.

Additional words—*isn't, they'll, they're, couldn't, can't.*

5. Grammatical Principles.

The Sentence. (Simple sentence only.)

Kinds of Sentences. (Four kinds.)

Elements of the Sentence—subject and predicate.

Parts of Speech:

Noun, verb, pronoun, adjective, article, adverb.

In the teaching of grammar in this grade, no more should be attempted than to enable the pupil to separate simple statements and questions into their large divisions (subject and predicate), and to make him acquainted with the characteristic function of each of the following parts of speech: Noun, verb, pronoun, adjective, article and adverb. Even this minimum is incidental to language work, and should be introduced for language purposes, and presented by very simple inductive development.

Correct Usage Drills.

Exercises and drills in correct usage should be kept up throughout the grades. Their value should not be underrated. It is only by constantly recurring drill that the common errors of the street can be overcome and wrong habits of speech rooted out.

GRADE FIVE-B.**Outline and Syllabus as in Grade Five-A.**

The work of Grade Five-B is but an extension of that of Grade Five-A. The same outline and syllabus may be followed.

There should be a perceptible advance, not so much in the extent as in the quality of the work demanded.

All the suggestions given in Grade Five-A for the teaching of both oral and written language apply equally here.

GENERAL WORK.**Use of Dictionary.**

Training and practice in the use of the dictionary should be kept up through the grade.

Word Study.

Some knowledge of the formation of words by the addition of prefixes and suffixes should be gained. This work may be correlated with the spelling lessons. The meaning of the few commoner English, Latin and Greek prefixes and suffixes may be taught here. Some attention should also be paid to the study of homonyms, synonyms and the more frequently used irregular verbs, e. g., see, eat, come, run, do, ring, drink, go.

Technical Matters.

1. Capitals.
North and South (as parts of a country).
2. Punctuation.
Review all rules for the comma previously given.
3. Abbreviation.
The more common titles.
4. Grammatical Principles.
 - (a) The Sentence. Analysis of the simple sentence, as in Grade Five-A (subject and predicate only).
 - (b) Parts of Speech. Review the noun, verb, pronoun, adjective, article and adverb, and teach remaining parts of speech and the characteristic function of each.

See Note Grade Five-A.

According to the position here taken, all the technical grammar it is desirable for the child to have at this time is a general understanding of the structure of sentences

and a preliminary acquaintance with the parts of speech and their characteristic functions.

GRADE SIX-A.

OUTLINE.

I—ORAL LANGUAGE WORK.

Original Expression:

1. Recitation by Topics.
2. Oral Reports—Observation Reports.
3. Narration.
4. Description.
5. Exposition.

Imitative Expression:

1. Memorizing Work.
2. Dramatization.
3. Language Drill.

II—WRITTEN LANGUAGE WORK.

Original Expression:

1. Letter Writing.
2. Narration.
3. Description.
4. Exposition.

Imitative Expression:

1. Dictation.

III—GENERAL WORK.

Use of Dictionary.
Word Study.
Technical Matters.

SYLLABUS.

Aim:

In Oral Work.

1. To establish habits of good oral expression by habituating pupils, while standing, to talk freely, with clear utterance and in careful English.
2. To improve the enunciation and articulation.
3. To eliminate the common errors in speech by organized, persistent effort.

In Written Work.

1. To train children to find in the common every-day life interesting topics for their paragraphs.
2. To encourage every evidence of originality.
3. To arouse the beginning of pride in workmanship, in interesting beginnings and endings that have a personal touch.
4. To insist on grammatically complete sentences, properly begun and ended.

I—ORAL LANGUAGE WORK.

Original Expression:

1. Recitation by Topics.
The purpose of recitation by topics is to have children speak more clearly and logically. It may be used in nearly all the recitations, and in oral reports.
2. Oral Reports.
Important not only as a language exercise, but as a means of developing habits of observation.
3. Narration.
In addition to the narration carried on in preceding grades, many of the facts in history may be taught by narration of the stories of great men, etc.
Stories from the Bible—Stories of saints and heroes may be used with good effect here.
The story work will lead naturally to original narration of real experiences.
Correlation with geography may be effected by having the children tell stories of imaginary journeys, etc.
4. Description.
This work may also be correlated with geography.
The children may describe the people, the dress, the scenes, the buildings, etc., of the countries visited.
Selections of model descriptions taken from standard sources should be read to the class from time to time and discussed by them.
5. Exposition.
The work outlined in preceding grade should be continued and enlarged. Keep the subject concrete.

Imitative Expression:

1. Memorizing Work.

Poems, memory gems, prose selections should be the basis of this work. It is well sometimes to correlate the poems learned with the nature work, or with the month or season of the year. At least four poems and half a dozen memory gems, with one or two prose selections, should be memorized and recited during the term.

Poems suitable to this grade will be found in the Christian Doctrine Course, the school reader in use, in the language text in the hands of the children, and in the various collections for children of this age. (See also Course in Literature and Reading.)

2. Dramatization.

Reading and history lessons may be dramatized with great interest and profit. Children may write or adapt their own play. At least one finished play may be worked up and presented in the schoolroom during the term.

3. Language Drill.

Keep up the daily drills in correct usage, in enunciation and pronunciation as begun in earlier grades.

II—WRITTEN LANGUAGE WORK.**Original Expression:**

Sentences.

In general, keep to the simple sentence, though a pupil who shows ability to use the long sentence should be allowed to do so.

If children in the Sixth Grade are able to write good short sentences, invariably begun with a capital and ending with the proper mark, we should be satisfied.

Teach variety in sentence structure, inversions or transpositions, etc., and so avoid monotony.

In general, limit the written work to one paragraph of from five to seven sentences.

1. Letter Writing.

Drill to perfect the complete letter form as outlined in preceding grade should be kept up throughout the year. The friendly letter ought to show some growth in interest and ease.

The business letter is to be introduced. The chief

thing in this is to teach correct form, and clear, brief, business-like style.

2. Narration.

The stories, when short enough, may be put in written form.

Good stories from literature may be studied as a preparation for the writing of original stories.

The story well narrated leads to the narration of real experiences.

3. Description.

The general directions given in the paragraph on oral description may be followed here. These descriptions may be illustrated by the pupil.

4. Exposition.

See directions in the paragraph which deals with oral exposition.

Imitative Expression:

1. Dictation.

Dictation exercises are still important and necessary, and should be carried on as in earlier grades.

All facts mentioned under "Technical Matters" should be thoroughly tested in this way.

III—GENERAL WORK.

1. Use of Dictionary.

Practice in the use of easier diacritical marks, syllabication and accent.

Practice in finding the meaning best adapted to words in particular instances.

2. Word Study.

Homonyms, synonyms and antonyms. Make lists from the regular studies as they arise.

Derivation and Word Analysis. Continue the study of prefixes and suffixes and the more familiar roots. (Correlate with the spelling lesson.)

3. Technical Matters.

Review all technical matters taught in previous grades. In addition teach:

(1.) Capitals.

In the first word of direct quotations; political parties; titles followed by names, e. g., "Uncle Henry."

(2.) Punctuation.

Comma—(a) preceding short direct quotations.
(b) to mark off phrases and clauses.

(3.) Abbreviations.

All important abbreviations met in any of the subjects of the year, such as those of State and countries in geography.

(4.) Grammatical Principles.

(a) The Sentence.

Analysis of the sentence.

Subject, predicate, object or attribute.

Modifiers of subject (words, phrases, clauses).

Modifiers of predicate (words, phrases and clauses).

Treat phrases and clauses very simply, merely as the equivalent of one of the parts of speech. Make no attempt at classification at this time, except to call a phrase that does the work of an adjective, an adjective phrase, and one that does the work of an adverb, an adverb phrase, and the same of adjective and adverb clauses.

The compound sentence will naturally be mentioned in teaching the conjunction, and the complex sentence in teaching the clause as a modifier of one of the principal parts of the sentence. Do not go beyond this. A fuller treatment of complex and compound sentences should be postponed to the Seventh Grade.

Any simple method of diagramming may be used, if helpful to a clearer understanding of the sentence structure.

(b) Parts of Speech.

Review parts of speech and characteristic function of each.

GRADE SIX-B.**Outline and Syllabus as in Grade Six-A.**

The work in grammar should consist in the analysis of short sentences, simple, complex and compound, and in the mastery of the chief properties of the parts of speech. Avoid difficult and intricate sentences. Few definitions should be required. The text book should serve mainly as a guide to orderly procedure.

Technical Matters.**I—Analysis of Sentences.**

1. As to form: Simple, complex, compound.
2. As to use: Declarative, interrogative, imperative, exclamatory.

3. Chief Elements:

- (a) Subject and predicate.
- (b) The object or the attribute (the indirect object).
- (c) Subject modifiers (words, phrases and clauses—possessive noun or pronoun—noun in apposition).
- (d) Verb modifiers (words, phrases and clauses).
- (e) Object and attribute modifiers.
- (f) Clauses—*independent, dependent*. The latter as to their use, as noun, adjective or adverbial clauses.
- (g) Phrases—*noun, adjective, adverbial*.
- (h) Modifiers of modifiers.
- (i) Independent elements, namely, interjection, nominative of address, nominative of exclamation. "Yes" and "No." Expletive "there." Parenthetical expressions.

II—Parts of Speech.

Review work of previous grades and make sure the children recognize all the parts of speech and can explain their use in sentences.

GRADE SEVEN-A.**OUTLINE.****I—ORAL LANGUAGE WORK.****Original Expression:**

- 1. Recitation by Topics.
- 2. Oral Reports and Talks from Outlines.
- 3. Current Events.
- 4. Narration.
- 5. Description.
- 6. Exposition.

Imitative Expression:

- 1. Memorizing Work.
- 2. Dramatization.
- 3. Language Drills.

II—WRITTEN LANGUAGE WORK.**Original Expression:**

- 1. Letter Writing.
- 2. Narration.
- 3. Description.
- 4. Exposition.
- 5. Preparation of Outlines.

Imitative Expression:

1. Dictation.

III—GENERAL WORK.

1. Use of Dictionary.
2. Word Study.
3. Technical Matters, including English Grammar.

SYLLABUS.**I—ORAL LANGUAGE WORK.****Original Expression:**

1. Recitation by Topics.
The topical recitation becomes more important, as affording a more effective training in language than in earlier grades. It may be used with profit in recitations in history, geography, civics, and other studies. At first the pupil may follow a written outline, but later should hold the main topics in mind and give them in proper sequence without referring to outline.
2. Oral Reports and Talks from Outlines.
The oral work in almost all types of composition may occasionally be given from outlines prepared by the pupils before the recitation. The pupils should always face the class.
Reports of books, lectures, sermons, etc., may also be asked for.
3. Current Events.
The children should be led to take an interest in affairs going on in the world.
In the language period, time may occasionally be devoted to reports on such events.
4. Narration.
The reproduction of stories from history and literature should be especially emphasized in this grade. Correlate the language work with geography, history and literature.
5. Description.
The work in oral description will follow the outline given in the preceding grades.
The oral reports will offer fine opportunity for descriptive work. Special emphasis should be placed on the description of persons, scenes and charac-

ters in literature. In this way, good models are presented for imitation.

6. **Exposition.**

Subjects should still be concrete.

The introduction of abstract subjects should be attended with the greatest caution, and very little should be attempted.

Children should be encouraged to read up on the subject assigned as extensively as time and facilities permit.

Imitative Expression:

1. **Memorizing Work.**

At least four poems and half a dozen memory gems, with one or two prose selections, should be memorized and recited during the term. The selection should always be read and discussed in class before being assigned as memory work.

Correlate with the work in Literature. (See Course of Study in Literature.)

Poems suitable to this grade will be found in the Christian Doctrine Course, the School Reader in use, in the language text in the hands of the children, and in the various collections for children. (See also Course in Literature and Reading.)

2. **Dramatization.**

The work outlined in preceding grades should be continued.

The reading and history lessons may be made more interesting if pupils are permitted to dramatize selections and scenes that lend themselves to such treatment.

3. **Language Drills.**

(See paragraph 3, Grade Five-A.)

II—WRITTEN LANGUAGE WORK.

Original Expression:

The directions given in the two preceding grades will serve here likewise.

Place emphasis on the preparation of outlines.

Special attention should also be paid to paragraphing, which will naturally accompany the work of outlining subjects.

Some written work should be done every day, and one regular composition of about three paragraphs should be required each week.

The teacher should remember:

1. That the child's attention should be kept on the thought rather than on the expression.
2. That the appearance of the page as to margins, indentions, handwriting, etc., is of great importance.
3. That the subjects should be chosen from all the forms of discourse studied, and
4. That they be associated with the life and environment of the child.

Adopt a simple system of signs for marking errors, and use it in all regular work.

Accept no slovenly work.

1. Letter Writing.

All the different kinds of business and social letters should receive careful attention.

Emphasize the finer points of letter writing, such as courtesy of phraseology both as to salutation and closing, and as to subject matter in the body of the letter.

Present good models for imitation.

2. Narration.

(See directions under "Oral Narration.")

Emphasis should be placed on the narration of actual experiences and on the original story.

3. Description.

The directions given for oral description apply here also. The work of illustrating the papers with pictures (drawn by the pupils) should be encouraged, and the children who show ability in this line of work should be given special opportunity.

4. Exposition.

The directions given for oral work in this and in earlier grades may be followed here.

Occasionally a quotation or poem may be assigned for interpretation.

5. Preparation of Outlines.

Children may prepare, under the direction of the teacher, outlines of the subject matter in lessons, or subjects that are to be used in the regular composition work. In this way, habits of orderly thinking are established. Children are also led to see the important point in a paragraph.

Imitative Expression:

1. Dictation.

The work of testing the children as to their knowledge of the various matters of importance in connection with correct spelling, punctuation, capitalization, etc., should be continued throughout the year. All points outlined under "Technical Matters" in this and previous grades should be the basis of these tests.

III—GENERAL WORK.

1. Use of Dictionary.

If pupils require it, additional drill in the use of the dictionary should be given.

This is one of the best means by which children may increase their vocabularies.

2. Word Study.

The study of common prefixes, suffixes and roots should be continued.

Study of homonyms, synonyms and antonyms should also be continued in connection with reading and composition work.

Lists may be found in the spelling book in use.

Correlate the word study and word analysis with the spelling work of the grade.

3. Technical Matters.

(1.) Capitals.

All rules for capitals.

(2.) Punctuation.

(a) Comma: to set off inverted expressions and independent words and phrases.

(b) Semicolon: before "as" introducing an example.

(c) Parenthesis: for explanatory statements.

(d) Caret: to indicate unintentional omission.

(3.) Abbreviations.

All important abbreviations met in any of the subjects of the year's work.

ENGLISH GRAMMAR.

The real test of efficiency in the use of language is the students' ability to speak and write the mother tongue correctly, and to interpret correctly the thought expressed in words, rather than readiness in repeating by heart principles and rules which they cannot apply.

However, pupils should have a scientific basis for their knowledge of the parts of speech, their classes and modifications, and the rules that govern them, before they have completed the grammar grades. Such a scientific study of grammar should begin in the Seventh Grade.

The pupil has already become acquainted with the main facts of English Grammar. The whole may now be reviewed and enlarged upon with the aid of a good text book.

A. Sentence Structure and Analysis.

Review of analysis as taught in the Sixth Grade, with special attention to the study of the dependent clause;
Connectives.

B. Parts of Speech.

1. Noun.

- (a) Classes (proper, common).
- (b) Properties (person, number, gender, case).
Uses of the Nominative Case.
Uses of the Objective.
Uses and form of the Possessive.
Nouns in apposition.

2. Pronoun.

- (a) Classes (personal, relative, interrogative and adjective.)
- (b) Properties (person, number, gender, case).
Declension of personal pronouns.
- (c) Compound personal pronouns.
Special study of the relative pronoun and its uses.
Relative clauses—Restrictive and Descriptive.
Drill in correct use of relatives.
Distinguish between relative and interrogative pronouns "who" and "what."

GRADE SEVEN-B.

Outline and Syllabus as in Grade Seven-A.

ENGLISH GRAMMAR.

A. Sentence Structure and Analysis.

Thorough review of analysis as taught in Six-B and Seven-A Grades, and considerable practice in the same.

Avoid intricate and involved constructions.

B. Parts of Speech.

1. Adjectives.
Classes (common, proper, numeral and pronominal).
Comparison of adjectives.
Irregular comparison.
Correct use of adjectives.
2. The Article—Definite and Indefinite.
Correct use of the article.
3. The adverb.
Classes:
 (a) Time, place, degree, manner.
 (b) Conjunctive adverb.
Comparison of adverbs.
Correct use of adverbs.
4. The preposition.
Correct use of the preposition.
Review prepositional phrase.
5. Conjunction.
Classes: Co-ordinate, subordinate.
Uses of each.
Review connectives of independent and dependent clauses.
6. Interjection.
7. Complete parsing of adjective, article, adverb, conjunction, preposition and interjection.
The more difficult study of the verb is postponed to the Eighth Grade, except what is necessary at this point to the analysis of the sentence, e. g., the study of verb classification (active, passive or neuter), so that the pupil may be able to distinguish between object and attribute.

GRADE EIGHT-A.

OUTLINE.

I—ORAL LANGUAGE WORK.

Original Expression:

1. Recitation by Topics.
2. Oral Reports and Talks from Outlines.
3. Narration.
4. Description.
5. Exposition.
6. Argument and Debate.

Imitative Expression:

1. Memorizing Work.
2. Dramatization.

II—WRITTEN LANGUAGE WORK.**Original Expression:**

1. Letter Writing.
2. Narration.
3. Description.
4. Exposition.
5. Argument.
6. Preparation of Outlines.

Imitative Expression.

1. Dictation.

III—GENERAL WORK.

1. Word Study and Vocabulary Work.
2. Technical Matters, including English Grammar.

SYLLABUS.**Aim:**

The aim of the training in oral English in this grade is to turn out pupils at the end of the year, able to stand before the class and talk for a minute or two upon a subject within the range of their knowledge and experience, speaking plainly, in clear-cut sentences, and without mistakes in grammar.

The aim of the written language work in the grades, and particularly in this last grammar grade, is to develop ability to write with facility an original paragraph within the range of the pupil's experience.

Such a paragraph should show:

1. An absolute mastery of "the sentence idea."
2. Freedom from mistakes in grammar.
3. Correct spelling.
4. Unfailing use of the commonest marks in punctuation.
5. Some evidence of attention to matters of sentence structure and to the choice of words.

I. ORAL LANGUAGE WORK.**Original Expression:**

1. Recitation by Topics:

In this grade, the recitation by topics may become a still more effective language exercise. It demands

discrimination between what is essential and what is non-essential, in choosing the ideas to which expression is to be given. The ability to do this is a test of a pupil's achievement during the previous years of study.

This method to be used in History, Geography, Reading, Civics and other studies.

2. Oral Reports and Talks from Outlines.

After reading a book or newspaper article, the pupil should be able to give in concise, clear statements the thought it contains, and also some slight appreciation of the style of the writer.

3-4. Narration and Description.

The narrative and descriptive work of this grade should be closely correlated with the work in History, Literature and Reading selected for study. Furnish the pupil with good models for imitation.

5. Exposition.

Exposition is always a difficult form of discourse for the pupil. It is more important here than in the lower grades, and should not be neglected.

This work will lead to and demand reading and research in reference works, and a beginning of independent investigation.

Outlines of the matter to be presented orally should always be prepared in advance.

6. Argument and Debate.

The study of the argument (as a form of language) in this grade should lead directly to debate in class, and to a kind of elementary literary and debating society. It should develop the power of quick and accurate thought, and ready expression under fire. Ordinarily, outlines of the leading points to be made on both sides of the subject should be prepared beforehand. Subjects for debate may be drawn from the history lesson, or from current events.

Imitative Expression:

1. Memorizing Work.

Correlate with work in Reading and Literature.

The pupil should leave the Eighth Grade with his mind well stored with the great thoughts of the present and the past.

The amount of new matter to be memorized should be about four poems, and five or six memory gems,

one or two Psalms, and one or two prose selections of suitable length.

2. Dramatization.

The work of the previous grades should be continued with proper increase in demands as to originality and dramatic ability. Material may be drawn from the work in History, Geography and Literature.

II—WRITTEN LANGUAGE WORK.

Original Expression:

1. Letter Writing.

The work of this year should round out and complete the pupil's acquaintance with all ordinary kinds of letters, and should be very practical. Much practice in writing business letters should be given. Good models of all kinds of letters should be studied. A pupil leaving the Eighth Grade should have reached some proficiency in the art of letter writing.

2-3. Narration and Description.

Material for this work will be furnished in the literary selections appointed for study in the Course of Literature.

In the description, try to secure vividness, the preservation of a constant viewpoint, and a logical arrangement of details in passing from the whole to the part.

4. Exposition.

Exposition is difficult, and much may not be expected of the child. The directions given under "Oral Exposition" may apply equally well here. The oral work naturally leads to the writing of little essays on the subjects already outlined for talks.

Interpretations and appreciations of short poems or prose selections may also form part of this work.

5. Argument and Debate.

While the chief emphasis in this work is to be placed on the **oral** debate, it is well occasionally to have pupils write out in full the arguments on both sides of a question.

6. Preparation of Outlines.

In all the forms of discourses mentioned above, an outline of the thought to be followed may be care-

fully prepared before the work of composition is begun.

It will secure an orderly and logical presentation of the subject.

The work of preparing outlines and summaries in History, Geography, Reading and other lessons will also be very helpful to the student.

Imitative Expression:

Dictation:

The dictation exercises of this year should test the child's knowledge of all matters touching the mechanics of written language.

At least two exercises each week should be devoted to it.

III—GENERAL WORK.

1. Word Study.

All the various kinds of word study outlined in the preceding grades, including derivations and word analysis, prefixes, suffixes, roots, synonyms, homonyms, antonyms, should be continued here.

The study of derivations and word building from the standpoint of roots and prefixes should be especially emphasized.

A systematic effort should be made to build up a good vocabulary.

The pupil should be given in this grade some knowledge of the history and growth of the English language, and the various elements that enter into it.

2. Technical Matters.

Pupils should be thoroughly tested and drilled on all matters connected with punctuation, capitalization, form, etc., that have been outlined from grade to grade. This testing will be done in dictation exercises, in composition work, and wherever an opportunity occurs.

ENGLISH GRAMMAR.

The more difficult grammatical constructions omitted in previous grades, or treated very simply, may now be taken up.

A. Sentence Structure and Analysis.

Thorough review of analysis with special emphasis on the dependent clause.

Abundant exercises in synthesis as well as analysis of the compound and complex sentence.

B. Parts of Speech.

The technical study of the verb will be the special work of this grade.

Classes: Active, passive and neuter.

N. B. See argument advanced for this classification in preference to the classes "transitive" and "intransitive" in the Catholic Educational Association Report of 1915.

Mood: Indicative, potential, subjunctive, imperative, infinitive.

Tense: Present, perfect, future, present perfect, past perfect, future perfect.

Auxiliary Verbs.

Person and number of verbs.

Agreement with their subject.

Uses of the potential.

Uses of the subjunctive.

Emphasize correct use of "will" and "shall."

Conjugation of verbs.

Progressive and emphatic forms.

Sequence of tenses.

The infinitive and its uses.

Participles—The formation and use.

The nominative absolute case.

Regular and irregular verbs.

The three principal parts of the verb.

Drill on the correct use of irregular verbs.

Complete study of verbs, including infinitives and participles.

GRADE EIGHT-B.**Outline and Syllabus as in Grade Eight-A.****ENGLISH GRAMMAR.**

This half year may be devoted to reviewing the entire field of English Grammar as presented in previous grades, catching up all loose ends, and strengthening knowledge by much practice in the construction and analysis of sentences.

Explain the more difficult and unusual constructions met with, or which may have been more lightly passed over in previous grades.

Endeavor to make the work practical by applying the rules of syntax learned, to the correction of errors in ordinary speech, and the general betterment of spoken and written language.

COURSE OF STUDY IN ARITHMETIC

GRADE ONE-A.

Specific Work—Counting.

ORAL:

Reading.—Numbers to 50.

Counting.—With and without objects to 50.

Number Stories.—Limited to numbers whose sum does not exceed six.

WRITTEN:

Writing.—Numbers to 20.

SUGGESTIONS:

The work of this grade should be very simple and based on the familiar experiences and activities of children.

Counting constitutes the main portion of the work.

Teach names of numbers, their order in counting; then count objects.

Material for counting may be varied; splints, cubes, beads, buttons, etc. Count objects in the room, as, desks, windows, pictures, etc.

The chief difficulty in teaching counting from 20 to 100 lies in passing correctly from one decade to another. The difficulty may be obviated by having children pause after 28, 38, 48, etc., drilling upon 29, 30, 31; 39, 40, 41; 49, 50, 51.

The number work is oral; number stories should be of the simplest kind.

Train children to hear and to interpret simple directions.

Make them familiar with the ordinary language forms denoting position, direction, magnitude, etc.; for example, to the right of, to the left of, larger than, taller than.

Train pupils to recognize the circle, the square, and the rectangle.

TEXT BOOKS RECOMMENDED:

In the hands of the teacher only:

Primary Arithmetic (De La Salle Series).

City Arithmetic, Grade 1 (Wentworth, Smith & Shiels).

First Year in Numbers (Hoyt & Peet).

Work and Play with Numbers (Wentworth-Smith).

Pupil's Arithmetic, Part I (Byrnes, Richman, Roberts).

Busy Builders.

GRADE ONE-B.**Specific Work—Counting and Easy Combinations.****ORAL:**

Reading.—Numbers to 120.

Counting.—By 1's to 100; by 2's, 5's, 10's to 50.

Addition Combinations.—Drill on the combinations whose sum is less than 10.

Number Stories.—Number stories and games involving the combinations learned.

Measures.—The inch, the foot, the yard; the pint, the quart; the nickel, the dime.

WRITTEN:

Writing.—Numbers to 120.

Addition and Subtraction.—Within the combinations learned; no carrying, no borrowing. Limit drill on combinations to two addends.

SUGGESTIONS:

The number names between 100 and 120 present a difficulty, the correct form being one hundred one, one hundred two; not one hundred **and** one. The Addition taught in this grade amounts merely to a drill on the combinations, and these combinations carried through the decades.

Teach combinations of:

Numbers from 1 to 9 with 1: as, 6 and 1, 8 and 1, etc.

10 and any number from 1 to 9; as, 10 and 6; 10 and 9, etc.

The decades and any number from 1 to 9; as, 30 and 2; 40 and 3; 50 and 4, etc.

These combinations may be applied to Subtrac-

tion by taking 1 from any number up to 10; as, 1 from 9, 1 from 7, etc.

Use real measures: the foot rule, the yard stick, pint and quart measures.

Let stories illustrate the work of the grade.

Have number games, playing store, etc.

TEXT BOOKS RECOMMENDED:

As in Grade One-A.

GRADE TWO-A.

Specific Work—Easy Addition and Subtraction.

ORAL:

Reading.—Numbers to 1250. Roman Numerals to XII.

Counting.—To 50 by 2's beginning with 2; to 100 by 5's beginning with 5; to 100 by 10's beginning with 10.

Combinations.—Review the preceding primary addition combinations.

Teach groups 1 and 2 and their reverses.

Group 1.—	3	4	3	2	6
	2	5	9	2	4
	—	—	—	—	—

Group 2.—	3	4	3	2	2
	6	9	3	6	8
	—	—	—	—	—

Addition.—Begin column addition.

Number Stories.—Number stories and games within the limits of the combinations learned.

Measures.—The inch, foot, yard; pint, quart; U. S. Money: five cents (nickel), ten cents (dime), twenty-five cents (quarter), fifty cents (half dollar).

Fractions.—Teach $\frac{1}{2}$ and $\frac{1}{4}$.

WRITTEN:

Writing.—Numbers to 1250. Roman Numerals to XII.

Addition.—Addition of columns having 2, 3 and 4 addends, with and without carrying.

Subtraction.—Subtraction without borrowing.

SUGGESTIONS:

The principal work of this grade is the mastery of the easier combinations in addition and their use in simple addition and subtraction.

The difficulties in subtraction should be overcome separately. The following exercises include those that occur before the method of borrowing is introduced:

12(5)(7)	8(0)63	9(7)80	64(3)(4)	(9)454
-3(5)(7)	-5(0)33	-6(0)80	-2(2)(1)	-(9)202

Construct many drill problems for each type. There should be a sufficient number of applied problems of a simple nature to arouse and sustain interest; these problems are best suggested by the immediate environment, but there must also be considerable drill in abstract computation. The work in measuring is to be done by the pupils, not merely talked about.

TEXT BOOKS RECOMMENDED:

Primary Arithmetic (De La Salle Series).

City Arithmetic, Grade 2 (Wentworth, Smith & Shiels).

Pupil's Arithmetic, Part I (Byrnes, Richman, Roberts).

Essentials of Arithmetic, Primary Book (Wentworth-Smith).

Primary Arithmetic (Milne).

Work and Play with Numbers (Wentworth and Smith).

Busy Builders.

State Series, Elementary.

Everyday Arithmetic, Book I (Hoyt and Peet).

GRADE TWO-B.**Specific Work—Addition and Subtraction.**

ORAL:

Reading.—Numbers to 10,250. Roman Numerals to XII.

Counting.—Review the work of the preceding grades.

Combinations.—Drill thoroughly on the combinations already learned. Teach Groups 3, 4, 5 and their reverses.

$$\begin{array}{r} \text{Group 3.} \quad 2 \quad 8 \quad 4 \quad 5 \quad 7 \\ \quad \quad 4 \quad 6 \quad 4 \quad 8 \quad 3 \\ \quad \quad - \quad - \quad - \quad - \quad - \end{array}$$

$$\begin{array}{r} \text{Group 4.} \quad 2 \quad 6 \quad 5 \quad 7 \quad 5 \\ \quad \quad 5 \quad 7 \quad 3 \quad 8 \quad 5 \\ \quad \quad - \quad - \quad - \quad - \quad - \end{array}$$

$$\begin{array}{r} \text{Group 5.} \quad 7 \quad 6 \quad 7 \quad 9 \quad 4 \\ \quad \quad 9 \quad 6 \quad 2 \quad 9 \quad 8 \\ \quad \quad - \quad - \quad - \quad - \quad - \end{array}$$

Addition and Subtraction.—Drill thoroughly on the combinations learned. Continue column addition.
Number Stories.—Continue number stories and games as in the preceding grade. Easy problems.
Measures.—Review work of the preceding grades. The telling of time; the days of the week; the months of the year; the gallon.
Fractions.— $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ illustrated by diagrams and objects.

WRITTEN:

Writing.—Numbers to 10,250. Roman Numerals to XII.

Addition.—Columns of from 3 to 6 addends involving carrying.

Subtraction.—Exercises having 2, 3 and 4 figures in minuend, involving borrowing.

Construct many problems involving the following types of difficulty in "borrowing":

$$\begin{array}{r} (5)24 \quad 1(0)20 \quad 5(0)2 \quad 6(8)2 \\ (-)92 \quad (-)84 \quad -2(9)3 \quad -2(9)3 \\ \hline \end{array}$$

SUGGESTIONS:

Review rapidly the work of Grade Two-A.
 At the close of the Second Year, the child should have a mastery of the 25 combinations, and be able to add, with reasonable rapidity, columns consisting of from three to six addends. He should be able to subtract any number of three or four figures from a larger number of three or four figures, with and without borrowing.
 Teach one method of subtraction only.
 Give a sufficient number of applied problems to arouse and sustain interest.

TEXT BOOKS RECOMMENDED:

As in Grade Two-A.

GRADE THREE-A.

Specific Work—Multiplication Through 6x12.

ORAL:

Reading.—Numbers to 100,000. Roman Numerals to L.

Addition and Subtraction.—Review the combinations learned in the preceding grades. Teach groups 6, 7, 8 and their reverses.

Group 6.—	7	3	5	9	9
	7	4	7	2	1
	—	—	—	—	—

Group 7.—	8	9	6	7	9
	8	6	5	1	8
	—	—	—	—	—

Group 8.—	1	5	7	2	8
	8	9	4	1	3
	—	—	—	—	—

Multiplication.—The tables through 6x12.

As the facts of one table are mastered, make application to problems in which the multiplicand contains no more than four figures, before introducing the facts of the next table.

Fractions.— $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ of numbers that are multiples of denominators.

Measures.—U. S. Money; making change to One Dollar; Time.

Applied Problems.—Problems suggested by actual conditions of the child's environment.

WRITTEN:

Writing.—Numbers to 100,000. Roman Numerals to L. Drill on writing numbers from dictation. Special drill on numbers containing cipher.

Addition and Subtraction.—Work for accuracy and rapidity. Exercises in dollars and cents. Avoid too long columns.

Multiplication.—Within the tables learned. Two

figure multipliers. Special attention to cipher difficulty; also, to position of partial product.

Practical Applications.—Easy problems in addition, subtraction and multiplication, involving only one operation.

SUGGESTIONS:

Teach the pupils to see that problems are putting into use the facts already learned about number relations. Make the work interesting.

TEXT BOOKS RECOMMENDED:

Primary Arithmetic (De La Salle Series).

School Arithmetics, Book I (Wentworth-Smith).

Essentials of Arithmetic, Primary Book (Wentworth-Smith).

City Arithmetic, Grade III (Wentworth, Smith & Shiels).

Progressive Series, Book I (Milne).

Elementary Arithmetic (McClymonds & Jones).

Essentials of Arithmetic, Book I (Harvey).

Model Store Demonstration Drills (Chapin).

S. F. Normal Bulletin, No. 11. Part I.

Everyday Arithmetic, Book I (Hoyt and Peet).

Arithmetics, Book I (Edwin Lee Thorndike).

GRADE THREE-B.

Specific Work—Multiplication and Short Division.

ORAL:

Reading.—Numbers to 100,250. Roman Numerals to C.

Addition and Subtraction.—All combinations. Continue and perfect the work of preceding grades. Work for accuracy and speed.

Multiplication.—Tables through 12×12 .

As the facts of one table are mastered, make application to problems, before introducing the facts of the next table.

Division.—Tables through 9's.

Fractions.— $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$.

Measures.—Review those previously learned. The ounce and pound.

Applied Problems.—One-step problems as in Grade Three-A.

WRITTEN:

Writing.—Writing from dictation numbers to 100,250. Roman Numerals to C.

Addition and Subtraction.—Constant drills for accuracy and speed. Teach pupils to check their work; place a time limit on formal work.

Multiplication.—Two and three figure multipliers. Emphasize zero difficulty, and the placing of partial product.

Division.—Through 9's.

Signs and Terms.—Plus, minus, equals; sum, difference, product, divisor, dividend, quotient.

Practical Applications.—Easy problems in addition, subtraction, multiplication, and short division.

SUGGESTIONS:

Teach pupils how to interpret; how to solve problems.

Analysis of simple one-step problems.

Teach the pupils to see that problems are putting into use the facts already learned about number relations.

TEXT BOOKS RECOMMENDED:

As in Grade Three-A.

GRADE FOUR-A.

Specific Work—Long Division.

ORAL:

Reading.—Integers to 1,000,000. Principles of numeration and notation explained. Roman Numerals to M.

Addition and Subtraction.—Drills for accuracy and speed.
Review all combinations.

Multiplication and Division.—Thorough drill for accuracy and speed. Review all tables.

Measures.—Ounce, pound, ton.

Fractions.—Review and expand work of the preceding grades.

Applied Problems.—Everyday problems involving the four fundamental operations. Easy two-step problems.

WRITTEN:

Writing.—Writing from dictation integers to 1,000,000. Roman Numerals to M.

Addition, Subtraction, Multiplication and Division. Review. Thorough drill of work of the preceding grades. Work for accuracy and speed.

Long Division.—This is the specific work of the grade. Begin with easy divisors: 21, 31, 41, 51, etc., and gradually introduce the more difficult divisors.

Bills.—Simple bills of two or three items in proper form.

Practical Application.—Give abundance and variety of two-step problems involving the four fundamental rules.

SUGGESTIONS:

Long Division will present the greatest difficulty encountered by children in Elementary Arithmetic. Therefore, give this work special attention. Proceed slowly, step by step, to the more difficult work.

Give all possible attention to accuracy, speed, neatness. Teach children to give clear, concise, comprehensive statements.

TEXT BOOKS RECOMMENDED:

Elementary Arithmetic (De La Salle Series).

State Series Elementary.

City Arithmetic, Grade IV (Wentworth, Smith & Shiels).

School Arithmetic, Book I (Wentworth & Smith).

Essentials, Primary Book (Wentworth-Smith).

Pupil's Arithmetic, Book II.

San Francisco Normal Bulletin, Number 11, Part I.

Model Store Demonstration Drills (Chapin).

Progressive Series, Book I (Milne).

Arithmetic, Book I (Edwin Lee Thorndike).

GRADE FOUR-B.**Specific Work—Thorough Review of Four Fundamental Rules.****ORAL:**

Reading.—Numeration and Notation continued as in Grade Four-A.

Roman Numerals as in Grade Four-A.

Addition, Subtraction, Multiplication and Division. Continue drill on all combinations and tables of preceding grades.

Drills for accuracy and speed.

Measures.—Review work of the preceding grades. Square inch, square foot, square yard.

Fractions.—Continue work as in the preceding grade.

Applied Problems.—Continue problems as in Grade Four-A.

WRITTEN:

Writing.—Review work of Grade Four-A.

Addition and Subtraction.—Exercises to secure accuracy and speed.

Multiplication and Division.—Exercises to secure accuracy and speed.

Bills.—Simple accounts of four or five items in proper form.

Practical Applications.—Continue work of Grade Four-A.

SUGGESTIONS:

As this is the last year of the Primary Grades, the essentials of integers should have been mastered. It is necessary to review and perfect therefore the four fundamental operations in integers.

On completing the year's work, the pupils should have acquired the ability

- (a) To read and write numbers within six places.
- (b) To use the four fundamental processes of integers accurately and with a fair degree of rapidity.
- (c) To solve problems within the range of their experience involving these processes.

- (d) To use the facts of denominate numbers called for in the four grades.
- (e) To use the simple fractional forms studied in the four grades.

Aim to develop clear thinking, and definite, correct expression.

TEXT BOOKS RECOMMENDED:

As in Grade Four-A.

GRADE FIVE-A.

Specific Work—Addition and Subtraction of Fractions.

OUTLINE.

ORAL AND MENTAL:

Reading.—Thorough review of numeration and of the Roman Numerals.

The Fundamentals.—The four fundamental rules.

Fractions.—Exercises in addition and subtraction, using an abundance of business fractions.

Measures.—Review the measures of the preceding grades.

Applied Problems.—The four rules in integers. Fractions. Oral analysis.

WRITTEN:

Writing.—Integers to 10,000,000.

The Fundamentals.—Review and continue the work of the four fundamental rules.

Fractions.—Addition, subtraction, reduction.

Measurements.—Apply the measures of the preceding grades to everyday problems.

Bills.—Computing and receipting ordinary household bills.

Applied Problems.—Review the four rules. Addition and subtraction of fractions. Simple analysis.

SYLLABUS.

SUGGESTIONS:

Endeavor to cultivate in the pupil the ability to see clearly the conditions of the problems, and to interpret them properly.

Develop the habit of clear thinking, and concise and correct expression. Train pupils

- (a) to tell how to do the example before performing the operation,
- (b) to estimate approximate results,
- (c) to check and to prove all results.

Reading and Writing.—Train pupils to read and write readily integers to 10,000,000. Apply Roman numerals to dates, corner-stones, etc. Fractions and mixed numbers.

The Fundamentals.—The purpose of the review and continued work in the four fundamental rules is to secure **accuracy** and speed. Give daily exercises with this object in view. Time limit exercises. Teach short method in multiplying and dividing by 10, 100, 1000.

Fractions.—Fractions should be developed objectively as far as possible. Diagrams, paper cutting and class apparatus—chalk, rulers, etc., will serve the purpose. Teach to find the common denominator by inspection. Only denominators commonly used should be employed. Mixed numbers should never be reduced to improper fractions in addition and subtraction.

- (a) **Addition.**—Introduce addition with fractions having like denominators. When these are well known gradually lead the pupils to addition of fractions having unlike denominators; addition of mixed numbers.
- (b) **Subtraction.**—Proceed as in addition, adhering to the same form in the work.
- (c) **Reduction.**—Reduce fractions to higher and lower terms, mixed numbers to improper fractions and the reverse, two or more fractions to fractions having a common denominator.

Formal reduction may precede, or follow, or accompany addition and subtraction of fractions.

Measurements.—Apply measures previously taught to easy concrete problems.

Bills and Accounts.—The work of bills may be made both interesting and practical by the use of standard forms of bills and receipts, the work being limited to four or five items.

Applied Problems.—Continue to apply the four operations to the daily problems of life by means of one and two-step problems: one-step problems in addition and subtraction of fractions.

TEXT BOOKS RECOMMENDED:

- Elementary Arithmetic (De La Salle Series).
- Elementary Arithmetic (Milne).
- School Arithmetic, Book II (Wentworth & Smith).
- Essentials of Arithmetic, Intermediate Book (Wentworth-Smith).
- Standard Arithmetic, Book II (Hamilton).
- Everyday Arithmetic, Book II (Hoyt-Peet).
- Silver-Burdett Arithmetics, Book II (Philips-Anderson).
- City Arithmetic, Grade V (Wentworth-Smith-Shiels).
- Arithmetic, Book II (Edwin Lee Thorndike).

TEACHERS' SUPPLEMENTARY TEXTS:

- Essentials in Arithmetic, Book II (Harvey).
- San Francisco State Normal Bulletin, Number 11, Part II.
- Elementary Arithmetic (McClymonds-Jones).
- Arithmetic, Fundamental Processes (Walsh-Suzallo).
- Food Problems (Farmer-Huntington).
- Model Store Demonstration Drills (Chapin).
- Arithmetic Problems, Book I (Dubbs).
- Mental Arithmetic (Milne).
- New Intellectual Arithmetic (Robinson).
- New Mental Arithmetic (Brooks).
- Oral Arithmetic (Wentworth-Smith).
- Oral Arithmetic, Book I (Kirk-Sabin).

GRADE FIVE-B.

Specific Work—Multiplication and Division of Fractions.

OUTLINE.

ORAL AND MENTAL:

- Reading.**—Integers to 10,000,000.
- The Fundamentals.**—Continue the work of the four fundamental rules to attain **accuracy** and **speed**.
- Fractions.**—Easy exercises in all four processes.
- Measures.**—Drill on measures of the preceding grades.
- Applied Problems.**—Everyday problems involving the four fundamental rules and fractions. Oral analysis.

WRITTEN:

Writing.—Review the previous work. Integers to 10,000,000.

The Fundamentals.—Drill on the four rules. Exercises to develop **accuracy** and rapidity.

Fractions.—Review addition, subtraction. Teach multiplication and division.

Measurements.—Apply the measures of the preceding grades to practical problems.

Bills.—Computing and receipting bills.

Applied Problems.—Application of the four rules. Fractions. Analysis.

SYLLABUS.

SUGGESTIONS:

See those indicated for Grade Five-A.

Fractions.—

- (a) **Review.**—Review and strengthen the work in addition and subtraction, as outlined in Grade Five-A. Train child to find common denominator to 100 by inspection. Continue objective method, giving an abundance of oral and mental exercises.

- (b) **Multiplication.**—Thorough drills on halves, thirds, fourths, fifths, etc., by all the digits to 9.

Develop multiplication after the following plan: a fraction by a whole number; a mixed number by a whole number; a whole number by a fraction; a whole number by a mixed number; a fraction by a fraction; a mixed number by a mixed number. Develop cancellation in conjunction with this work.

In the operation, $16\frac{1}{3} \times 18$, do not allow the pupil to reduce the mixed number to an improper fraction.

- (c) **Division.**—Give thorough oral drills. The matter may be presented after the following plan: a fraction by an integer; an integer by a fraction; a fraction by a fraction; division of mixed numbers.

Teach only one method of Division.

Measurements.—Apply the measures previously studied to the practical problems encountered by the child.

Bills and Accounts.—Continue and expand the work as outlined for Grade Five-A.

Applied Problems.—Fractions in all forms, and the four fundamental rules applied to everyday usage through one and two-step problems. Analysis of one and two-step problems.

TEXT BOOKS RECOMMENDED:

See list appended to Grade Five-A.

TEACHERS' SUPPLEMENTARY TEXTS:

See list appended to Grade Five-A.

GRADE SIX-A.

Specific Work—Decimals and Introductory Measurements.

OUTLINE.

ORAL AND MENTAL:

Reading.—Review integers. Teach reading of decimals.

The Fundamentals.—Frequent drills to secure accuracy and speed.

Fractions.—Review the practical features of all four operations.

Decimals.—The four rules and decimal equivalents of business fractions.

Measures.—Tables: U. S. Money, avoirdupois weight, liquid, linear, square and cubic measures, time, counting.

Applied Problems.—The four fundamental rules, fractions, decimals, simple measures.

WRITTEN:

Writing.—Dictation work in integers, and decimals to the sixth decimal place included.

Fundamentals.—Frequent drill exercises in the four rules to secure accuracy and speed.

Fractions.—Thorough review of practical applications.

Decimals.—Teach addition, subtraction, multiplication, division, and reduction.

Bills and Accounts.—Bills and simple household accounting.

Applied Problems.—Applications of the four rules of fractions and decimals. Practical application of the denominate tables mastered. Analysis of two-step problems.

SYLLABUS.

SUGGESTIONS:

It is neither necessary nor advisable to adhere rigidly to the order of problems as found in the text book. The teacher should select the best and most practical problems from several texts, as well as from the best usages of business and domestic life. The aim should be to teach the matter rather than the individual problems. Give much oral and mental work to review, introduce, and supplement the written work.

Reading and Writing.—Reading and writing decimals of the first six orders. In the reading and writing of decimals, say “one hundredth,” not “one one hundredth;” “one thousandth,” “ten thousandths,” etc. In reading mixed numbers, use the word “and” to connect the whole number and the decimal. In columns of decimals insist that the decimal point and the corresponding orders be placed in columns.

Drill on the effect of moving the decimal point. Make it clear that annexing ciphers to the right of a number after the decimal point does not change its value.

Fundamentals.—Frequent drills for accuracy and speed in the four processes of integers, fractions, and decimals. Review U. S. money. Emphasize factors and prime factors. Time limit exercises.

Fractions.—Give frequent drills, oral, mental, and written, in all features of fractions. Place special emphasis upon multiplication and division. Aim to make the pupils very thorough in handling all the practical features of fractions.

Decimals.—Thorough review of addition, subtraction, multiplication, division, and reduction.

Reduce common fractions to decimals, and the reverse. Commit to memory the decimal equivalents of business fractions. Make practical applications of these to multiplication: e. g., $.62\frac{1}{2}$ of 24 equals what? $.62\frac{1}{2}$ equals $\frac{5}{8}$, $\frac{5}{8}$ of 24 equals 15. Pupils should be well trained in placing the decimal point in multiplication and division; stress the correct position of the decimal point in the quotient. The problems should generally be dictated. The work in decimals may be made interesting by having the pupils calculate averages in common usage, baseball, statistics, etc.

Measurements.—The measures should be taken in connection with concrete work, and embrace everyday usage.

Numerous oral, mental, and written problems based upon commercial and domestic usage. Finding time between dates. Finding area, and perimeter of rectangle, square, and right triangle. Give easy practical applications on the above.

Bills and Accounts.—Bills and receipts for everyday transactions; ordinary marketing. Use standard forms, and have the child select his own transactions and items. Limit to five or six items.

Applied Problems.—Oral, mental, and written problems in the fundamentals, fractions, decimals, and measurements. Analysis of two-step problems. Calculate by the dozen, the gross, and the aliquot part of a dollar.

TEXT BOOKS RECOMMENDED:

See list appended to Grade Five-A.

TEACHERS' SUPPLEMENTARY TEXTS:

See list appended to Grade Five-A.

GRADE SIX-B.

Specific Work—Practical Measurements and Introductory Percentage.

OUTLINE.

ORAL AND MENTAL:

Reading.—Review work of the preceding grades.

The Fundamentals.—Frequent drills to develop accuracy and speed.

Measures.—Review tables of previous grades, abstractly and concretely.

Percentage.—The fundamental operations as applied to easy problems.

Applied Problems.—Continue the work of the preceding grade. Measurements. Percentage.

WRITTEN:

Writing.—Review the work of the preceding grades. Emphasize decimals.

The Fundamentals.—Advanced drills to secure accuracy and speed.

Practical Measurements.—Review work of the previous grades. Practical applications.

Percentage.—The fundamental operations of percentage.

Bills and Accounts.—Review and expand the work of Grade Six-A.

Applied Problems.—Review and expand the work of Grade Six-A.

SYLLABUS.

The Fundamentals.—Frequent exercises in the four rules of integers and fractions. Review drills in factoring and cancellation. Decimals: review reduction, addition, subtraction; emphasize multiplication, division, and the proper use of the decimal point. Various drills to develop accuracy and speed.

Measurements.—(a) Review thoroughly all tables, giving abundance of concrete exercises. Applications of linear, square and cubic measures to practical problems. Stress finding difference in time between two given dates.

(b) Practical problems as applied in business usage: carpeting, plastering, paving, painting; board measure; contents of bins and of cars; excavations.

Introductory Percentage.—(a) The work of percentage in this grade is to be of an introductory character. Develop percentage as fractions and decimals under new names and notations. Make little use of the expressions **base, rate, percentage**. (b) Introduce the term “per cent” as a synonym

for hundredths. Introduce the % mark as the equivalent of the denominator (100), or of the decimal point in hundredths; $\frac{1}{2}$ equals 50/100 equals .50 equals 50%. Drill on the converse: 50% equals .50 equals 50/100 equals $\frac{1}{2}$. Memorize the per cent equivalents of the most common business fractions.

(c) The fundamental operations in simple percentage: to find any per cent of numbers; to find what per cent one number is of another; and to find a number when a certain per cent of that number is given. Applications to simple problems. Show that this operation is simply work already done in decimals. In finding per cents of quantities, the pupils may work decimally or fractionally, at the discretion of the teacher.

Bills and Accounts.—Teach pupils to keep simple personal, and household expense and receipt accounts.

Applied Problems.—Review work as outlined in Grade Six-A. Drill in the application of tables of measure. Analysis of two and three-step problems. Much mental, oral and written exercises applying the practical features of fractions and decimals involving percentage. Apply measurements learned. Calculate by the C., M., gross, dozen, aliquot part, etc.

TEXT BOOKS RECOMMENDED:

See list appended to Grade Five-A.

TEACHERS' SUPPLEMENTARY TEXTS:

See list appended to Grade Five-A.

GRADE SEVEN-A.

Specific Work—The Applications of Percentage.

OUTLINE.

ORAL AND MENTAL:

The Fundamentals and Fractions.—Develop accuracy and rapidity.

Definitions.—Common terms used in the Grade Work.

Measures.—Occasional reviews of the practical work of the preceding grades.

Percentage.—Per cent equivalents of business fractions thoroughly reviewed. Give a variety of exercises on the applications of percentage.

Applied Problems.—Applications of percentage to practical problems. Measurements. Analysis.

WRITTEN:

The Fundamentals.—Drills developing **accuracy** and rapidity.

Fractions.—Common fractions, decimals; fractional, decimal, and per cent equivalents.

Measurements.—Review the work of the Sixth Grade.

Percentage.—Review the simple cases of percentage.

Profit and Loss.—Practical and common problems.

Commission.—Confine the work to practical problems.

Commercial or Trade Discount.—Practical business problems.

Bills and Accounts.—Review. Discounting bills. Paying money.

Applied Problems.—Problems involving the principles of percentage. Analysis. Graphs. Easy equations.

SYLLABUS.

SUGGESTIONS:

Both teacher and pupil should bear in mind that **accuracy** and neatness are more important than speed. The pupil should be trained to arrange all work **neatly** and **methodically**. The teacher should accept only work of this type. Insist much upon clear-cut, legible figures, and upon economy of space.

Use much oral and mental work to review, introduce, and supplement the written work.

In written work have the pupil state what is to be found, step by step, and give method of procedure.

Many pupils leave school after the completion of Grade Seven-B, or Grade Eight-B. They enter trades or shops, or other occupations where the formula and the graph are extensively used.

It is to fit the pupil to meet these prevailing conditions, that the equation and the graph are introduced in the last two years of this course. They are to be taught in simple, practical forms, as actually used in the workshop of today, as commonly found in trade journals, magazines, and manuals, and as tools that will enhance the efficiency of the pupil.

The Fundamentals.—Daily drills to develop accuracy and rapidity. Use concrete and abstract problems, and tabulated forms. Vary work by using signs. Time limit exercises. Give incidental work in Arabic and Roman notation.

Fractions.—Review common and decimal fractions; correlate with percentage.

Measurements.—Review linear, square, and cubic measures. Apply work to practical concrete problems. Emphasize time between dates as a preparation for interest. Teach children to find the exact number of days as a preparation for exact interest.

Percentage.—In presenting the elementary problem work of percentage the teacher must bear in mind that she is laying the foundation for the vital work that follows in this and in the succeeding grades. Too much emphasis cannot be placed upon this work on account of the importance of percentage and its application in the business world. Let all work be practical, laying stress upon problems involving real business transactions. The daily activities of the people should be drawn upon to make the work interesting, informational, and practical. Give much drill in problem interpretation and proving of results.

As there is very little gained by using the terms **base, rate, percentage**, they need seldom be used except in connection with some other expression. Review thoroughly the simple cases of percentage as outlined in Grade Six-B. Drill on the practical features. Exercises in fractional and decimal equivalents.

Profit and Loss.—Work to be of practical nature. Problems should be in keeping with business usage.

Commission.—Use problems in which the Com-

mission and Net Proceeds only are to be found. Other types are not practical.

Commercial or Trade Discount.—Limit work to two or three successive discounts. Marking of goods. Teach the reasons for allowing discounts: buying in large quantities, paying cash, or within a specified time. Practical problems.

Explain the terms used in Commercial Discount, as: Net, 90 days; 3%, 60 days; 2%, 10 days.

Bills and Accounts.—Review the work of the preceding grades. Bills for household supplies, apparatus for games, plays, etc. Bills bearing discounts. Ways of paying money: checks, postal or money orders, registered letters, and telegrams.

Applied Problems.—Problems in percentage and its various applications as outlined. Measurements. Analysis of two- and three-step problems. Elementary notions of graphs, and graphical methods as applied to ordinary problems: records, statistics, products, etc. Use the equation and the symbol x , where practical.

TEXT BOOKS RECOMMENDED:

- Complete Arithmetic (De La Salle Series).
- Complete Arithmetic (Hamilton).
- Standard Arithmetic (Milne).
- School Arithmetic, III (Wentworth-Smith).
- Essentials of Arithmetic (Wentworth-Smith).
- Essentials of Arithmetic (McClymonds-Jones).
- Everyday Arithmetic, Book III (Hoyt-Peet).
- Silver-Burdett Arithmetics, Book III (Philips-Anderson).
- Arithmetic, Book III (Thorndike).

TEACHERS' SUPPLEMENTARY TEXTS:

- City Arithmetic (Wentworth-Smith-Shiels).
- Arithmetic, Practical Applications (Walsh-Suzallo).
- Essentials of Arithmetic (Harvey).
- School Arithmetic (Cajori).
- Arithmetic Problems, Part II (Dubbs).
- Oral Arithmetic, Book II (Kirk-Sabin).
- Oral Arithmetic (Wentworth-Smith).
- New Mental Arithmetic (Brooks).
- New Intellectual Arithmetic (Robinson).
- Mental Arithmetic (Milne).

GRADE SEVEN-B.**Specific Work—Interest, Taxes, Insurance.****OUTLINE.****ORAL AND MENTAL:**

The Fundamentals and Fractions.—Daily exercises to develop **accuracy** and speed in the use of the four rules, fractions, and decimals.

Measurements.—Tables: weight, capacity, time, and circular measure.

Percentage.—The practical applications of the work of the Seventh Grade.

Definitions.—Common terms used in the work of the grade that the pupil may use them the more intelligently.

Interest.—Numerous practical problems.

Applied Problems.—Continue applications of Grade work. Analysis.

WRITTEN:

The Fundamentals and Fractions.—Review thoroughly the work of the Fourth, Fifth, and Sixth Grades.

Measurements.—Frequent reviews touching upon the most practical features of previous work.

Percentage.—Various applications of the matter outlined in Grade Seven-A.

Insurance.—Practical features of life, fire, and marine insurance.

Taxes.—City and town taxes. Taxes on real estate. Revenue, etc.

Interest.—Common interest. Banks. Bank discount. Notes.

Bills and Accounts.—Review the work of the preceding grade.

Longitude and Time.—(Optional) Correlate lessons in geography with arithmetic lessons on longitude, meridian, international date line, and standard time.

Applied Problems.—Problems involving the various applications of percentage. Analysis of three-step problems. Graphs. Easy equations.

SYLLABUS.**SUGGESTIONS:**

See those indicated for Grade Seven-A.

The Fundamentals and Fractions.—Daily drills to develop **accuracy** and rapidity in the use of integers, fractions, decimals, percentage. Time limit exercises. Incidental work in notation: Arabic, Roman, decimal.

Measurements.—Practical review of the work covered in the preceding grades. Stress weight, surface, capacity, time, counting, etc. Teach circular measure.

Percentage.—The cases in percentage and their applications to profit and loss, commission, commercial discount. Review thoroughly this work, stressing problems involving actual business transactions.

Taxes.—Nature and purpose of taxes. Taxes on real estate. City and town taxes. Taxes or duties as levied on imported goods. Internal revenue. Income taxes. The rate is usually expressed as so many mills on the dollar, or as so much per hundred dollars, instead of per cent.

Insurance.—Develop the practical features of the subject. Fire insurance: nature of. Life insurance: various kinds of policies. Accident insurance. Marine insurance. Workmen's compensation laws, etc. Insurance is an application either of decimals or of percentage. The rate in life insurance is given as the premium on a policy of \$1000; the rate in fire insurance is given as the rate on each \$100.

Interest.—(a) Interest—The earning power of money. Teach the direct case of finding interest and amount thoroughly. Correlate interest with percentage by teaching the common method first, then the six per cent method. In the teaching of interest, one method should be known thoroughly before a second method is attempted.

Cancellation as applied to interest. Finding interest from date to date when the time is less than a year. Compound interest as applied in savings banks. Exact interest need be given little attention, as it is rarely used except by the government and a few banks.

Short methods may be introduced when the longer processes are thoroughly mastered. Make the work as practical as possible.

(b) Promissory Notes—Writing notes. Kinds and terms: face of note, date of maturity, term of discount. Drill upon finding the days a note has to run, etc. Place bank and negotiable papers of standard size and form in the hands of the pupils. Drill upon indorsement. Interest on notes.

(c) Banks and Trust Companies—Functions. Kinds: national, state, commercial, savings, postal savings; object of each. Importance of bank accounts. Manner of depositing money: pass book, deposit slip. Manner of withdrawing money: check and stub. The various standard forms as used in banks should be on file for study. These blanks may be secured at banks or in stationery stores.

(d) Bank Discount—Finding the bank discount and proceeds. Practical problems only.

Bills and Accounts.—Teach ways of borrowing money. Manner of paying money at a distance. Use of travelers' checks. Great variety of bills and receipts. How to balance accounts. Itemized bills and monthly statements.

Longitude and Time (Optional).—Correlate lessons in geography with arithmetic lessons on longitude, meridian, international date line, standard time. Finding difference in time, and difference in longitude. Teach only the practical features.

Applied Problems.—Problems involving the various phases of the Grade work. Give attention to purchases that interest children; playthings, recreation material, discounts on same. Give much drill upon problem interpretation and proving results. Draw upon the daily activities of the child to make the work more interesting, informational, and practical. Continue the work of analysis. Practical application of graphs. Simple equations and the symbol x as used in easy applications of interest, etc.

TEXT BOOKS RECOMMENDED:

See list appended to Grade Seven-A.

TEACHERS' SUPPLEMENTARY TEXTS:

See list appended to Grade Seven-A.

GRADE EIGHT-A.**Specific Work—Ratio and Proportion, Elementary Mensuration.****OUTLINE.****ORAL AND MENTAL:**

The Fundamentals and Fractions.—Develop accuracy and rapidity in the work of the preceding grades.

Measurements.—Tables: linear, surface, volume, counting, and paper.

Percentage and Applications.—Review exercises, stressing interest.

Definitions.—Common terms used in the Grade work.

Ratio and Proportion.—Simple exercises correlated with division of fractions.

Applied Problems.—Practical problems applying the Grade work to everyday usage. Continue analysis.

WRITTEN:

The Fundamentals and Fractions.—Exercises developing greater accuracy and rapidity.

Percentage and Applications.—Review the work of the Seventh Grade, stressing interest and its applications to business usage.

Ratio and Proportion.—Simple ratio and proportion.

Stocks and Bonds.—Applications of percentage in corporations.

Powers and Roots.—Teach the practical features of powers and square root. Correlate square root with factoring.

Mensuration.—Perimeters, areas, and surfaces in general.

Bills and Accounts.—Review and expand the work of the preceding grades. Making and balancing household accounts.

Applied Problems.—Many miscellaneous problems on the Grade work. Continue the work of analysis. Graphs. Algebraic equations.

SYLLABUS.

SUGGESTIONS:

See those indicated for Grade Seven-A.

The Fundamentals and Fractions.—Daily drills in integers, fractions, decimals, and measurements. Short methods may be taught. Give attention to factors and multiples. Distinguish between factors and multiples, multiples and powers, etc. Time limit exercises.

Ratio and Proportion.—Simple ratio and proportion. The practical features of partitive proportion may be presented.

Stocks and Bonds.—General ideas of corporations. Bonds, a means of borrowing money. Advantages of owning bonds. How to compute interest or income on same. Terms: capital, shares, stockholders, directors, dividend, par value, market value, broker, brokerage, stock exchange, and newspaper quotations. The problems should not be complicated or extensive, but based upon real transactions. Introduce the terms as needed. Review commission brokerage.

Simple partnership correlated with fractions. Partnership need be given little attention, as nearly all large industries are now conducted by corporations instead of partnerships.

Powers and Roots.—Teach the square root of practical numbers only. Its applications in determining dimensions from areas of squares, etc. Also its use as applied to the right triangle. Memorize the second power of numbers from 1 to 15. Find third powers of all numbers from 1 to 9.

Bills and Accounts.—Review and continue the work of the preceding grades. Review the workings of banks. Teach use of checks, stubs, and receipts in conjunction with actual business dealings. The workings of a Clearing House. Ordering goods. Making out pay roll. Elementary notions of domestic exchange. Drafts: forms, uses. Review the ways of sending money, and com-

mercial discount. Make out and balance both personal and household accounts.

Mensuration.—Perimeters, areas, and surfaces.

(a) Squares, quadrilaterals, and right triangles. Areas and dimensions. Practical problems. The application of square root to the sides of right triangles and to the sides of squares with given areas. Review practical measurements.

(b) The circle: diameter, circumference, area. Problems of a practical nature.

Use objects, drawings, and objective exercises to develop and make the formulas clear.

Applied Problems.—Applications of the Grade work to industrial problems and to the environment of the child. Solving problems by use of the algebraic equation. Various applications of graphs as used in the workshop, and as found in trade journals, magazines, and manuals, etc.

TEXT BOOKS RECOMMENDED:

See list appended to Grade Seven-A.

Practical Exercises in Rapid Calculation (Powers-Loker).

TEACHERS' SUPPLEMENTARY TEXTS:

See list appended to Grade Seven-A.

Junior High School Mathematics (Wentworth-Smith-Brown).

GRADE EIGHT-B.

Specific Work—General Review and Mensuration.

OUTLINE.

ORAL AND MENTAL:

The Fundamentals.—Daily time limit exercises. Aim at **accuracy** and mental alertness.

General Review.—Give a systematic review of the practical features of all previous work.

Metric System.—Tables. Prefixes and units; their English equivalents.

WRITTEN:

The Fundamentals.—Daily drills to develop **accuracy** and speed.

General Review.—Give a systematic review of the work of the previous grades.

Mensuration.—Areas, surfaces, volumes. Applications to industrial problems.

Metric System.—Practical applications and uses of tables, units, and their English equivalents.

SYLLABUS.

SUGGESTIONS:

See those indicated for Grade Seven-A.

It is deemed advisable that the pupil become familiar, in this grade, with the practical features of the metric system. There are three chief reasons for the introduction of the study at the present time: (a) it is a system used by a large part of the civilized world; (b) it is actually used in all scientific laboratories in the United States; (c) it is a system that tends to replace our own in all matters pertaining to our ever-growing foreign trade. Since our skilled workmen and mechanics will eventually be obliged to use this system, and as many of our pupils unfortunately never enter High School, its practical features should be taught in this department. In order that it may be effectively taught, it is necessary that the actual measures be placed before the child.

The Fundamentals.—Give daily time limit exercises. Set a reasonable time for the class, and hold to it. Aim at **accuracy**.

General Review.—

(a) Aim:

- (1) Accuracy and facility in performing practical operations.
- (2) Power to solve readily all problems in common usage.
- (3) Ability to express in correct and concise language the logical steps in obtaining results.

(b) Plan:

- (1) Notation and numeration, including a short history of Roman notation, and of Arabic notation. Place value and periods.
- (2) Fundamental operations and speed exercises: integers, fractions, and decimals.

- (3) Measures and practical applications.
- (4) Percentage and its various applications. Short methods that are practical may be introduced.
- (5) Interest in its most common forms and applications.
- (6) Banks and Trust Companies—Functions, forms. Method of depositing and withdrawing money. Method of saving money, of investing money. Checks. Promissory notes.
- (7) Bills and accounts, receipts, personal and household expense accounts. Accounts of ordinary stores. Ways of paying money, itemized bills, monthly statements, etc. Manner of forwarding money. Drafts. Domestic exchange. Units of money in most common use, and their relative values. Simple notions of foreign exchange.
- (8) Ratio and proportion as applied in actual affairs.
- (9) Taxes and their relation to civics. Tariff.
- (10) Square root as applied in industrial business.
- (11) Mensuration as applied to surfaces and areas.
- (12) The practical applications of graphs and equations.

Mensuration.—Areas, surfaces, and volumes.

- (1) Trapezoid: construction and areas.
- (2) Triangles: isosceles, equilateral, right: construction, dimensions, areas.
- (3) Polygons: area of regular polygon.
- (4) Cube, prism, cylinder: area, surface, contents.
- (5) Square, pyramid and cone: surface and volume.
- (6) Sphere and hemisphere: volume and surface.
- (7) Practical applications:
 - (a) Lining of cisterns, painting of tanks, gilding of church spires.
 - (b) Capacity of water cisterns, gas and oil tanks, bins, etc.

- (c) Excavations of foundations, cellars, ditches, trenches, etc.

Metric System.—Tables. Prefixes and units; their English equivalents. Practical applications.

TEXT BOOKS RECOMMENDED:

See list appended to Grade Seven-A.

TEACHERS' SUPPLEMENTARY TEXTS:

See list appended to Grade Seven-A.

COURSE OF STUDY IN GEOGRAPHY.

Aims:

"The decision as to what should be included in a school course in geography depends on our understanding of what we would like a pupil to gain from his elementary school study of geography. The desired result may be considered under two heads: first, knowledge of geographic facts and principles; and second, power to use that knowledge in daily life both during the school years and afterwards."—C. B. Kirchwey.

"The teaching of geography should impart the more important facts of conventional value, should secure on the part of the pupils ability to interpret properly the geographical factors that enter into problems of timely moment, and should develop an appreciation of the importance of the United States intrinsically and its relational aspects to the world as a whole. The realization of these aims requires not only that the teacher shall relate the child to the necessary geography content, but that she shall present the material in approved ways. The teacher who would succeed in the teaching of geography, therefore, must have an adequate mastery of both content and method.

"To give the broadest possible knowledge of peoples and countries, their cities, their industries, their achievements, and all that goes to make them strong or weak, leaders or followers among the nations of the earth."—R. H. Whitbeck.

To lead the child to appreciate how far man's environment and man's response to geographic control of that environment reacts on his life activities.

To enable the pupil to understand the dependence of one part of the world upon another.

To broaden the sympathy of the child towards peoples living in an environment different from his own.

"There is a certain minimum amount of geographic knowledge that a pupil should possess by the close of the elementary school course."—C. B. Kirchwey.

"The realization of these aims requires a general knowledge of (1) the relative location of the large land and

water bodies, (2) the location of the more important countries of the world, (3) the location of the more important cities of the world, (4) the physical conditions of the more important countries, (5) the occupations of the people and the conditions of transportation, (6) our commercial relations with these countries, and (7) the fundamental relationship between physical factors and human activities."—Branom.

GRADE THREE-A

OUTLINE.

LIFE OF THE CHILDREN OF OTHER LANDS.

Little people of the cold regions.

Types. Eskimo, Laplander, and Patagonian.

Little people of the temperate regions.

Types. French, Swiss, Chinese, Japanese, Hindu.

Little people of the hot regions.

Types. Arab, South Sea Islander, Cuban, Mexican, Filipino.

SYLLABUS.

LIFE OF THE CHILDREN OF OTHER LANDS.

The child is interested in the customs of other people, and how these people meet the problems of food, clothing and shelter. A presentation in story form of the games, homes, appearance and characteristics of the little people, makes a strong appeal to children.

Special emphasis should be placed on the similarity and difference between our own customs and modes of living and those of the people discussed.

The major portion of the term's work should be given to a discussion of the mode of life in the hot and cold belts, and the children given a general idea of the appearance and striking characteristics, of the simple manner of life of the people in an environment different from their own; and of how these people utilize the things they have at hand for their food, for making their clothes, and for building their homes. Constant comparison should be made with life in the temperate belt. The types have been selected either because of their contribution to our welfare or because they furnish concrete illustrations of climate and surface effects on life.

Not all the types suggested need be studied. Some teachers will find time for all, others will spend more time on projects.

Though place geography is not required here, a globe and map should be in constant use, and a general idea of the position of the hot, cold, and temperate belts given.

The success of this unit of work depends largely on the method of presentation. The story form will make the strongest appeal to the child, and his response may be here correlated with oral expression.

The use of pictures, objects and sketches is here indispensable in aiding the child to see the type being studied as a living reality, and to understand that human life in all parts of the world is closely related.

While the work is in progress let the children give expression to their experiences through the medium of dramatization, the sand-table, hand-work and drawing.

The following projects are merely suggestive. The teacher is free to originate any appropriate project as the occasion arises.

Games and devices involving team work may be employed for drill in fixing simple surface and climatic facts, customs and characteristics.

Collect and study pictures of Japanese life. Make booklet.

Make a list of articles we get from Japan or Cuba or China.

Write a short paragraph about Joan of Arc.

Collect and study some of Millet's pictures of French peasants.

Draw an Eskimo scene.

Model a wooden shoe.

Make a Dutch scene on the sand-table.

Draw an Arabian desert scene.

Find out all you can about the totem pole.

Write a short paragraph describing a Swiss home.

No text is required for this grade. Should one be found necessary, the following are recommended:

Carpenter: Around the World with the Children (American Book Co.).

Chance: Little Folks of Many Lands (Ginn and Co.).

Perdue: Child Life in Other Lands (Rand, McNally Co.).

Carroll: Around the World (Books One, Two and Three) (Silver, Burdett & Co.).

Professional Reference Books.

Krackowizer: Projects in the Primary Grades (J. B. Lippincott Co.).

Dynes: Socializing the Child (The Macmillan Co.).

Freeland: Modern Elementary School Practice (The Macmillan Co.).

McMurry: Teaching by Projects (The Macmillan Co.).

Pupils' References.

Mirick: Home Life Around the World (Houghton, Mifflin Co.).

Dutton: School Children the World Over (Fred Stokes Co.).

Dalrymple: Little People Everywhere Series (Little, Brown & Co.).

Campbell: Little Jan, the Dutch Boy (Ed. Publishing Co.).

Wah Sing, Our Little Chinese Cousin (Ed. Publishing Co.).

Paz and Pablo, Filipino Children (World Book Co.).

Peary: Snowland Folk (Fred Stokes Co.).

Williston: Hindu Tales (Rand, McNally Co.).

Our Little Cousin Series (L. C. Page Co.).

GRADE THREE-B.**OUTLINE.****OBSERVATIONAL GEOGRAPHY.**

The Home.

Surface Features.

Seasonal Changes.

Weather Conditions.

Local Geography.

Globe Study.

SYLLABUS.**Aim:**

"To emphasize home geography and those familiar concrete experiences which form the substratum of all geographical thinking."—McMurry.

Since the home is the center of the child's life and interest, there first impressions are gained that make possible the interpretation of world-wide experiences. The work of this grade is intended to interpret those simple social

and geographic first-hand experiences which the child has already secured through nature study in the lower grades.

While observing facts, studying relations, and developing definitions, the work progresses from the known to the unknown. The material outlined must be presented in a simple, elementary form, yet in as comprehensive a way as the child's experience will allow, to give the necessary foundation for the next higher phase of work.

OBSERVATIONAL GEOGRAPHY:

The Home:

Purpose: Place of shelter for the family.

Kinds: Snow huts of the Eskimo; grass and mud huts; tents; houses of wood, brick, stone.

Building the home—material: Wood, stone, brick, steel, concrete, cement.

People employed in building: Carpenter, bricklayer, plumber, painter, plasterer, steel and iron workers.

Activities: Father provides food, clothing, shelter and for other needs. Mother prepares the food and clothing and attends to other household affairs.

Division of employment: To procure food, clothing and shelter, people engage in various kinds of business.

Each one is providing for the needs of some one else.

Stores, factories, farms, fisheries.

Government:

Father the head of the family.

Laws of the home.

Surface Features:

Land: Our homes are built on land. Our clothing, fuel and most of our food come from it.

Water: We could not live without water. Some of our food comes from it. Where does water come from?

People live near water. Where there is little water there are few people.

Seasonal changes:

Affecting life of people. Food, clothing, work, and recreations.

Affecting vegetation. Some plants and trees shed leaves.

Affecting animal life. Migration of birds. Hoarding food for winter.

Weather Conditions:

Wind. Necessity of air. Its distribution. What wind is.

How man makes use of wind (windmills, sailing vessels, airships).

The work of the winds: Distributing moisture, driving clouds, wearing away rocks, drying effect.

Climate: Compare temperature of day and night, of clear and cloudy days. Show slanting rays by device with globe or spherical object.

Make weather chart, noting date, direction of wind, appearance of sky, and kind of day.

How climate affects plant and animal life.

Rain: Effect on plant and animal life. Protection against rain: houses, clothing, streets and roads. Show evaporation and condensation by simple experiment.

Dew: Observe dew on leaves and grass in morning.

Local Geography:

San Francisco or local city.

Landmarks and points of interest. Early history. Correlate with history work of grade.

Local surface features: Mountain, hill, slope, ocean, bay, river, lake.

Principal streets. Direction.

Water front. Wharves.

Local industries: Make list of occupations found in vicinity. Names of materials used. Where the raw materials come from. Where most of our food comes from. Make list of foodstuffs we get from the country.

Trade centers: Stores where needed articles are bought. Make list of different kinds of stores. Where most of the stores are located.

Social life of the vicinity.

Roads and streets. Need. How built and kept in repair.

Transportation facilities. Street car, train, ferry boat, automobiles, wagons.

Important places and buildings: Churches, Old Mission, schools, charitable institutions, public buildings, libraries, parks and beaches.

Civil organization: Need of laws, home, school, city.

Men who make the laws and see that they are enforced.

Fire and police protection.

Globe and Map Study:

The earth. Land and water forms on the earth. Number of large land and water forms. Names. Small land and water forms. Earth turns on its axis. Day and night. Sun in determining direction.

Direction: Teach cardinal points, applying direction to

objects in room and grounds and to streets. Draw plan of schoolroom.

Standards of Attainment.

At the completion of this grade the pupil should know the following facts: That different kinds of people live upon the earth; that they respond differently to their various environments; that all are engaged in providing food, clothing, shelter and fuel for themselves; that some provide these for others; that some travel from place to place; that nearly every one likes to play; that races have different characteristics.

He should be able to trace the way to their homes on the map. The shape of the earth; that it turns on its axis; that the earth is composed of land, water and air; that there are six large masses of land called continents and smaller ones called islands, and that there are five oceans. He should be able to locate these greater land masses and oceans and point them out on the globe.

Teachers' References.

Dodge: Home Geography and World Relations (Rand, McNally Co.).

Wiswell: Maps and Globes (Rand, McNally Co.).

Salisbury, Barrows and Tower: Elements of Geography (Henry Holt Co.).

Branom: The Teaching of Geography (Ginn and Co.).

Pupils' References.

Fairbanks: Stories of Mother Earth (Ed. Publishing Co.).
Home Geography (Ed. Publishing Co.).

Dodge: A Reader in Physical Geography for Beginners (Rand, McNally Co.).

Winslow: Geography Readers (Book One: Earth and Its People) (D. C. Heath).

Dutton: In Field and Pasture (American Book Co.).

Fishing and Hunting (American Book Co.).

Bradish: Stories of Country Life (American Book Co.).

GRADE FOUR-A.**OUTLINE.****HOME GEOGRAPHY.**

Local Geography.
Climatic Conditions.
Home in California.
Routes of Travel.
Map and Globe Study.

SYLLABUS.

This unit of work is based upon the interest awakened in the child during his first three years, in nature study, in the study of the different phases of life of mankind, in observations in his own locality, and in reading. Its purpose is to arouse a world-wide interest through an understanding of his home environment and particularly of his home in California. This will enable the child to see that the physiographic, social, industrial and trade relations of his own community and state are found repeated all over the world.

The teacher will find, in carrying out the work, problems and projects which should be worked out by the pupils in co-operation. No definite problems or projects are herein stated, as it is the intent to leave the teacher every freedom to work out such problems and projects as from time to time suggest themselves as pertinent to the work in hand. A project is only worth while when it is timely.

Each topic should be summarized in a generalized statement of the geographic facts which are within the comprehension and observation of the children.

This is the place to teach the use of the geography text as a reference book of information, with maps, charts and tables to which the pupils may turn for information and for verification of the facts they have obtained from reading.

Pictures are indispensable in the work of this grade, and the lantern and stereoscope outfit are invaluable aids. Collections of pictures should be made by the pupils and left accessible for reference in leisure moments.

HOME GEOGRAPHY:**Local Geography:**

Location of homes is dependent on various influences.

Observe natural features found in locality—mountain, hill, island, valley, river, bay, ocean.

Terms: Crest, slope, divide.

Importance of soil. How made and carried from place to place. Means of preventing removal.

Climatic Conditions:

Seasonal changes. Sun's apparent path across sky.

Observe different lengths and positions of shadows at various times of day. Longest day in year; shortest day; equal day and night; dates; seasons.

Effect on man's life. Illustrate vertical and slanting rays by simple device.

Weather. Observe varying directions of winds and effect on temperature, clouds and rainfall. Fog.

Dew. Frost. Relation of rain to man's needs.

Home in California:

California offers a variety of places for homes. Climatic and scenic advantages. Reasons why some parts of California are not suitable for homes. (California deserts.)

Growth of towns and cities. Cities grow up in places favorable to manufacture, industry and trade. Show reasons for location of San Francisco. Study of bay region. Note influences favorable for the location of a commercial city; an industrial city; a mining town; a town in a desert. Account for growth of some cities more than others.

Routes of Travel:

Why people depend on one another—division of activities. Need of communication. Trails, mountain roads, modern highways, railroads, waterways. Bridges and tunnels. Local means of communication. Railroads entering locality, terminals.

Map and Globe Study:

The language of maps. Compare maps of different scale to show purpose of scale. Map drawing to scale and from memory. How land and water areas are represented on maps. Draw map of California to scale. Draw map of bay region.

The Mercator map should be used for direction only, not for areas and distances.

Copying maps from books is not educative.

GRADE FOUR-B.

OUTLINE.

WORLD GEOGRAPHY.

Relation of Our Home to Other Homes.

The Earth as a Whole.

The Western Hemisphere.

SYLLABUS.

Relation of Our Home to Other Homes:

We need things we do not produce at home—coffee, tea, spices, luxuries, raw materials and manufactured goods.

Routes by which goods we do not produce are shipped to California.

The Earth as a Whole; Globe Study:

Develop idea of the earth as a whole under the following headings:

Shape, size, motion.

Equator, axis, poles.

Continents, oceans.

The Western Hemisphere:

The Continent on which we live. North America.

Globe and map study:

Position as to equator, zones and other continents.

Bordering waters.

Size compared to other continents.

Surface: Highlands, lowlands, coastline, river systems, bays, gulfs.

Climatic belts.

Westerly winds.

Animal and plant life of tropical, frigid and temperate zones.

Locate surface features and political divisions on outline maps. Draw rough map of continent from memory.

South America.

This continent may be taken up in the manner suggested for the study of North America.

Globe study of location of continents of Europe, Asia, Africa and Australia.

Direction from North America and waters crossed in—reaching these continents.

Suggested Projects for Fourth Grade:

Trace a cargo of prunes from San Jose to London.

To find out where our coffee comes from. Plantation in Brazil or Java, Central America or West Indies. Crop. Preparation for market. Trace route ship takes.

Other products: Cocoa, tea, sugar, rice, wheat, bananas, pineapples may be treated in the same manner.

Take imaginary trips to the Holy Land; up the Nile to the Pyramids; a caravan trip in the Sahara; to a Catholic mission in Central Africa, etc.

Standards of Attainment.

At the completion of this grade the pupil should be able to fulfill the following requirements:

Know the factors that make San Francisco a good location for a city.

Know that the occupations of various groups of workers depend on geographic conditions.

Know that all products, except minerals, depend on the soil and climate.

Know that men are dependent on one another and on their environment.

Know general facts concerning the earth as a whole.

Know general facts regarding the various influences, topographic, climatic and historical, which determine the distribution of plants, animals and people of the earth.

Understand the language of a map.

Recommended Texts.

Fairbanks, H. W.: The Home and Its Relation to the World (Harr Wagner Co.).

Frye, A. E.: New Geography, Book One (Ginn and Co.).

McMurry and Parkins: Elementary Geography (The American Book Co.).

Brigham and McFarlane: The Essentials of Geography (American Book Co.).

Smith, J. Russell: Human Geography (Winston Co.).

Teachers' References.

- Wiswell: Maps and Globes (Rand, McNally Co.).
King: The Soil (The Macmillan Co.).
Ward: Climate (G. P. Putnam).
Salisbury, Barrows and Tower: Elements of Geography (Henry Holt Co.).
Fairbanks, H. W.: Home and Its Relation to the World (Harr Wagner Co.).
Dodge & Kirchwey: The Teaching of Geography (Ch. III) (Rand, McNally Co.).
Holtz: The Principles and Methods of Teaching Geography (The Macmillan Co.).
Semple: The Influences of Geographic Environment (Henry Holt Co.).

Pupils' References.

- Carpenter: How the World Is Fed (American Book Co.).
How the World Is Housed (American Book Co.).
How the World Is Clothed (American Book Co.).
King: The Land We Live In (Lee and Shepard).
Winslow: Geography Reader, Book One (C. D. Heath & Co.).
Dodge: A Reader in Physical Geography for Beginners (Rand, McNally Co.).
Fairbanks: Home in Its Relation to the World (Harr Wagner Co.).
Chamberlain: How We Are Clothed (The Macmillan Co.).
How We Are Sheltered (The Macmillan Co.).
How We Travel (The Macmillan Co.).
Chase & Clow: Stories in Industries (Ed. Publishing Co.).
Lummis: Some Strange Corners of Our Country (Chas. Scribner's Sons.).
Tramp Across the Continent (Chas. Scribner's Sons.).
Fairbanks: Stories of Mother Earth (Ed. Pub. Co.).
Crissey: Aunt Martha's Corner Cupboard (Rand, McNally Co.).
Wilkinson: Story of the Cotton Plant (D. Appleton and Co.).
Edgar: Story of a Grain of Wheat (D. Appleton and Co.).
Bean: On the Wool Track (John Lane Co.).
Ibbetson: Tea (Sir Isaac Pitman & Sons).

GRADE FIVE-A.**OUTLINE.****CALIFORNIA.****History.****Geography.****THE UNITED STATES.****Western States.****Southern States.****SYLLABUS.**

"It is important that we know our own state well, for the most of us will live here all our lives. For us it is the most important part of the whole world. We need to know our own state better than any other because this knowledge will be of advantage to us in every business we undertake. A good acquaintance with the region in which we live gives us a key with which we can unlock the geography of the whole world."—Fairbanks, "California."

The work as outlined for this grade calls for a detailed, intensive study of California. The aim is to awaken an interest and worthy pride in the wonderful resources of California, in its unsurpassed climatic and scenic advantages, and in the future development of its water power, and its agricultural possibilities. The Spanish origin of the names of important cities, and physical features, will naturally serve as an incentive to a study of the early history and location of the missions, and Spanish settlements. The story of the discovery of gold and its effect upon the growth of the state is in keeping with the geography of California.

A study of the United States in groups is next taken up. The Western States are studied first for obvious reasons, and these are followed by the Southern States.

The projects are merely illustrative and are in no way intended to supplant those that the needs of a class will suggest.

CALIFORNIA :**History :**

Brief, rapid survey of early history of California. The name "California"—Discovery—Indians—Coming of

Missionaries—Spanish settlements—Mexican rule—
Decline of Missions—Discovery of gold, American
occupation—Statehood.

Geography:

Position.

Commercial importance.

Size as indicated by—

Latitude and longitude.

Time it takes to travel length of state.

Coast line:

Length.

Reason for lack of harbors.

Compare with New England coast line.

Relief:

Sierra Nevada:

Influence upon climate, travel, settlement, occupation. Mountain passes. Wealth in timber, minerals, and water supply. Scenic value.

Sierra lakes and rivers. Reason for backward condition of foothill region.

Coast Range:

Influence upon climate—in north, in the south.

Settlements and industries. Compare Coast Range rivers with those of the Sierra Nevada. Natural products.

The Northern Coast Ranges.

The Clear Lake District.

The Southern Coast Ranges:

Climate of interior valleys of Southern California Ranges.

Location of early missions.

Interior Valley:

Position.

Direction of drainage.

Extent.

Climate. Soil.

Relation of railroads and irrigation to settlement.

Location and growth of Sacramento, Fresno, Stockton, Redding.

The Great Basin:

Location. Large part of state in region.

Divisions: North, central, southern.

Climate: Relation to life. Vegetation. Agriculture. Death Valley. Compare the California deserts with the Sahara.

Lakes: How formed.

Mineral deposits.

Industries:

Mining—gold, silver, quicksilver, borax, soda, salt, limestone, asbestos. Areas of production.

Lumbering:

Location of forests. Forest protection. Life in lumber camp. Transportation of logs. Saw-mills.

Compare with State of Washington. Great forest regions of the world: Minnesota, Michigan, Maine, Amazon Basin, Congo Basin.

Fruit Growing:

Citrus fruits:

Areas of cultivation. Climate.

Methods of cultivation—irrigation.

Smudging. Packing Houses.

Deciduous fruits:

Areas of production.

Kinds.

Value of crops. Shipment. Canning. Drying.

Fishing:

Coast conditions favoring industry. Location of principal fisheries. Kinds of fish.

Moving Pictures:

Why Los Angeles has become the world's center of this industry. Growth of industry.

Oil: Location of fields. Origin. Boring wells. Compare with Oklahoma and Texas. Refining. Uses of oil.

Transportation:

By rail. Six lines enter state. Terminals.

By water. Trade with other states. Foreign commerce. Ports.

By auto-truck. State Highways.

Cities:

Reason for location and importance. Origin of Names. San Francisco, Oakland, Los Angeles, San Diego, Sacramento, Stockton, Fresno, San Jose.

Scenic and other attractions:

Variety and beauty of mountain, lake, valley and shore line. Abundance of plant life and wild game. Yosemite Valley and Big Trees. Sequoia, General Grant and Mt. Whitney Parks. Mt. Shasta and Mt. Lassen. Lake Tahoe.

The teacher will find a wealth of suggestive material in "California," by H. W. Fairbanks.

THE UNITED STATES:

General outline for the study of a section:

Determine latitude and compare other groups. Determine natural regions.

Surface features:

Highlands, lowlands, and valleys. Continental divide.

Drainage areas:

Coastal, lake, river.

Climate:

Relation to latitude, to highlands, to ocean and gulf. Continental climate. Rainfall.

Industries:

Relation to natural conditions. Chief industries of group. Relation of products to soil and climate. Compare with other sections.

Transportation and commerce:

Navigable rivers. Lake, river and ocean waterways—canals.

Railroads. Compare facilities. Foreign commerce.

Cities:

Causes leading to importance.

Western States:

Special topics:

The lumbering industry.

Mining in the Western Highlands.

Salmon fishing.

Southern States:

The cotton industry.

Growth of manufacturing in the South.

Suggested Projects:

Why is cotton grown in the South? Make an intensive study of cotton, considering soil, climate, labor involved.

To find out why more manufacturing is done now in the South than formerly.

To find out where in California cotton is produced. Climate. Soil. Cultivation.

To find out location of shipyards on the Pacific Coast. San Pedro.

Why is fruit growing the leading industry of the Pacific slope? Canning. Drying. Shipping.

To find out why Nevada, Arizona and New Mexico are not more thickly populated.

To find out the value of the following California crops: Citrus fruits, grape, rice, prune and olive.

Why has Southern California become the center of the moving picture industry?

Recommended Texts.

Fairbanks, H. W.: California.

McMurry and Parkins: Elementary Geography.

Frye, A. E.: New Geography (Book One).

Brigham & MacFarlane: Essentials in Geography (First Book).

Teachers' References.

Earheart, Lyda B.: Types of Teaching. See reference to Climate of Western States (Houghton, Mifflin Co.).

Shaler: The Story of Our Continent.

Salisbury, Barrow and Tower: A Modern Geography.

Practical Exercises in Geography:

Sutherland and Sanford: Our Own Country and Her Possessions (Silver, Burdett Co.).

Coe: Our American Neighbors (Silver, Burdett Co.).

Van Hise: Conservation of the Natural Resources of the United States (Ginn and Co.).

Cunningham and Lancelot: Soils and Plant Life as Related to Agriculture (The Macmillan Co., 1916).

Tappan: The Industrial Readers (Houghton Mifflin Co.).

Pupils' References.

Fairbanks: California.

Southern Pacific Folders: Big Trees of California.

The High Sierras of California.

The Yosemite National Park.

The Tahoe Country.

Bradley, Daniel: California, Farms, Orchards, etc.

Pamphlets on valley counties, published by Board of Supervisors of Alameda County and by California Development Board, Ferry Building, San Francisco.

For forest protection and conservation, write State Forester, Sacramento, California.

Material for the study of a particular county, write county-seat Chamber of Commerce.

Maps of U. S. Geological Survey.

GRADE FIVE-B.

OUTLINE.

UNITED STATES.

The New England States.

The Middle Atlantic States.

The Central States.

CANADA.

MEXICO.

CENTRAL AMERICA.

SYLLABUS.

In each group emphasize the characteristics that have the greatest human relationship. Practical Exercises in Geography, by Sutherland and Sanford, offers many suggestions on the study of the United States.

Canada and Mexico should be studied from a human standpoint. If a country is to be a suitable place in which to live, there must be possibilities for supplying man's needs. It must have proper climate and soil for this. What it cannot supply must be obtained through trade. Distribution of materials from one section to another and exchange with foreign countries demand suitable transportation facilities. These are furnished by the navigable rivers, waterways, canals, harbors and railroads. Centers where raw materials are collected and distributed become industrial and commercial cities.

Problems bringing out reasons why certain industries are typical of a locality will naturally arise.

THE UNITED STATES:

(See Outline for Study of a Section, Grade Five-A.)

The New England States:

Meaning of name.

Importance as manufacturing center.

Advantages of position.

The Middle Atlantic States:

The coal industry.

The steel industry.

New York City and Harbor.

The Central States:

The corn industry.

The wheat industry.

The meat packing industry.

Thorough map study of group and of individual states. Fairbanks' Topical Outlines of Geography, Part I, North America, contains ample material for developing this subject according to the Problem Method.

CANADA:

Position. Latitude. Extent. Population.

Climate. Relation to latitude. Compare east and west coasts. Influence of climate on life in the north.

Long winters. Dress. Homes. Travel.

Resources. Industries.

Commerce. Facilities for trade.

Cities: Quebec, Montreal, Toronto. Reason for location and importance.

People. Nationality. Significance of French names.

Map study. St. Lawrence system. Great plains.

MEXICO AND CENTRAL AMERICA:

Location. Compare Canada.

Surface features:

Mountains, volcanoes, plains, lack of rivers.

Climate:

Relation to products and to people.

Resources. Industries.

Suggested Projects:

To find out which are the leading railroad centers in the United States. Why?

Where is most manufacturing carried on in the United States. Why?

To find out how the United States and Canada can benefit each other. Needs of United States supplied by Canada. Needs of Canada supplied by the United States.

To find out what attracts many people of the United States to make their homes and invest money in Mexico.

Why is the Chesapeake Bay the center of the oyster industry?

To make a trip over the Canadian Pacific from Montreal to Vancouver.

To find out to what part of the United States immigrants come. Why?

Standards of Attainment.

At the completion of this grade the pupils should fulfill the following requirements:

Know the principal characteristics of California. Its resources, industries, chief cities, and transportation facilities.

Know the wind belts and their effect upon highlands and lowlands and consequently on rainfall and drainage.

Be able to give a general description of the physical features of the United States.

Know the wheat, corn and cotton producing areas of the world, and the climatic and soil conditions their growth requires.

Be able to trace a cargo of wheat from Minneapolis to London.

Be able to draw rough map of the United States and indicate the physical features, principal products and ten largest cities.

Be able to draw rough maps of California, Canada and Mexico and locate principal physical features and cities.

Be able to spell and pronounce names of typical terms, cities and countries studied.

Recommended Texts.

(Same as Grade Five-A.)

Teachers' References.

(See list for Grade Four.)

Pupils' References.

Brooks: The Story of Corn (Rand, McNally Co.).

The Story of Cotton (Rand, McNally Co.).

Chase and Clow: Stories of Industry (Ed. Publishing Co.).

Carrol: Around the World, Book IV (Silver, Burdett Co.).

Gilson: Wealth of the World's Waste Places (Scribner's Sons).

Republics of South and Central America (Scribner's Sons).

Bean: On the Wool Track (Land & Co., New York).

Southworth and Kramer: Great Cities of the United States (Iroquois Publishing Co.).

Greene: Coal and Coal Mines (Houghton, Mifflin Co.).

Bassett: Story of Lumber (Pennsylvania Publishing Co.).

Cooke: Visit to a Woolen Mill (Doran Co.).

GRADE SIX-A.

OUTLINE.

EUROPE.

Europe as a Whole.

Nations With Which We Are Most Concerned.

SYLLABUS.

Aim.

The general aim of this grade is to encourage reasoning from cause to effect and from effect to cause, according to the reasoning ability of the child, and to enable the child to use the geographic facts he has thus far learned, as a working basis from which to draw his inferences, in the study of the physical conditions of a continent and their effect upon life.

The idea of the continent of Europe as a whole may be taken up in the problem method. A simple treatment of forms of government, the results of class distinction and the effect of a dominant religion, will enable the pupil to get a correct perspective of the life activities of the people.

EUROPE:

Europe as a Whole:

Influences that make Europe the leading continent.

Location. Advantages compared to other continents.

Winds, effect of surrounding waters. High mountain barriers and warm ocean currents.

Commercial advantages that secure its greatness:

Irregular coast line. Direction of mountain systems.

Nearness to other countries—Asia and Africa.

Interior waterways. Facilities for travel: roads, railroads, steamship lines, river and canal routes.

Resources:

Products of the soil: wheat, sugar beets, flax, potatoes, grapes, etc.

Products of the forest: lumber, cork, fur.

Products of the mines: coal, iron.

Fisheries: location, importance for food supply.

Reasons for so many different languages. Natural features that separate countries.

Reasons why so many people leave Europe for other countries. Class distinction. Density of population.

European countries that have possessions on other continents. Show how these add to wealth and importance of Europe.

Locate on a map of the world the colonial possessions of England, France, Portugal, Italy, Holland and Belgium.

Nations With Which We Are Most Concerned:

Great Britain and Ireland:

Effect of island form on early history—on policy and national life.

Place among nations of the world. Reasons for importance. Size and population. Compare with California.

Resources and industries furnishing employment in:

Agriculture. Reasons why products not sufficient. Dairying.

Fisheries. Importance: food supply,—and to the British navy.

Mining. Coal, iron and tin. Amount of production.

Manufacturing: shipbuilding, textiles, iron and steel goods.

Colonial possessions. How obtained. Sources of raw material.

Transportation facilities. Waterways, canals, railroads and roads.

Study the location, size, and the commercial and industrial importance of the following cities: London, Liverpool, Manchester, Glasgow. What steamship lines connect with Queenstown (Cobh) and with Liverpool? Ship a cargo from each of her colonies to England. Give name of commodity, name waters crossed and shipping port. Trace a cargo of wheat from Duluth and of cotton from New Orleans to Liverpool.

Identify the following:

Leeds.	Oxford.
Mersey River.	Cork.
Liffey River.	The Lakes of Killarney.
Stratford-on-Avon.	Clyde River.
The Giant's Causeway.	Severn River.
Dublin.	Sheffield.
Belfast.	The Shannon.
Hull.	The Suir.
Newcastle.	Thames River.
Galway.	

France:

Location. Why France is one of the most favorably located countries in Europe—as to climate and to land and water boundaries. Why invaders approach country from the north.

Surface features:

Effect on national spirit of people:
 Value of lofty mountains and glaciers.
 Importance of rivers and river valleys as highways of trade.
 Rhone—Saone Valley.
 Seine Valley.
 Garonne Valley.

Occupations:

Agriculture. Importance. Principal crops: grape, mulberry, sugar beet, flax.
 Dairying. Roquefort cheese.
 Mining: coal, iron, building stone and fine clay.
 Manufacturing: wine, silk, textiles, porcelain and jewelry.
 Commerce. Reasons for location of centers.

Cities:

Relation to productive areas—centers of commercial and industrial activities—distributing, collecting and transforming centers.

Identify the following cities and give factors determining location, size, importance and transportation facilities: Paris, Marseilles, Lyons, Bordeaux, Havre, Calais, Brest, Limoges, Nice.

Draw rough map of France locating important surface features. Show the three wine producing areas: Rhone Valley, Champagne District and Western District.

Give reasons why so many tourists visit France. Make imaginary visits to the Louvre, to Versailles, the Tuileries, the Champs Elysees, the Great Cathedrals, Lourdes, the country of Joan of Arc.

Italy:

Location. Advantages of position. Compare with France. How did Italy's position affect her early history?

Size. Compare with California: dimensions, coastline, population.

Surface features:

Highlands—relation to rainfall, drainage and temperature. Climatic belts. Compare with France.

Lowlands: extent. Plains of Lombardy. The Piedmont. Reclaimed swamp lands.

Occupations and industries:

Agriculture. Importance. Principal crops: olive, grape, citrus fruit, mulberry, rice and cereals. Mining—marble quarries.

Manufacturing: advantage of water power. Automobiles, macaroni, wine, silk, olive oil, hand-made goods.

Transportation facilities: railroads, coastwise and river routes, roads, famous tunnels.

Cities: Location and importance of Rome, Venice, Milan, Naples, Genoa, Palermo, Florence.

Islands: Sicily, Sardinia. Relation to Italy.

Foreign possessions: Libia, Eritria on the Red Sea, and part of Somaliland.

Italians in America. Find out why so many people leave Italy for other countries. Immigration laws.

Imaginary trips to St. Peter's and the Vatican, to Milan Cathedral, to St. Mark's in Venice, Lean-

ing Tower of Pisa, to Naples, Mt. Vesuvius, Genoa.

Switzerland:

Location. How country has maintained independence surrounded by powerful nations. Effect on national spirit—language and government. Compare with government of the United States.

Surface features. Why Switzerland has been called the "Playground of the World." Alps. Lakes: Geneva, Constance, Lucerne. Mountain Peaks: Matterhorn, Jungfrau, Mont Blanc. Compare with the low countries. Relation to liberty of people—to travel. What proportion of entire country suitable for homes.

Climate. Reasons for variety. Climatic belts. Compare with England. Tourist season.

People. Show effect of climate and surface upon the life of the people. Customs—inventive genius—mechanical skill—thrift. Contrast homes with people of Norway—with people of Spain. Swiss chalet. Story of William Tell. Monks of Hospice of St. Bernard.

Resources. "White Coal," water power, strongest in world—compare with California. Forests. Natural scenery.

Industries:

Manufacturing. Geneva watches, Zurich silk mills, Basel ribbons, St. Gall embroideries. Fertilizer from nitrogen in air. Raw materials mostly imported—compare New England.

Agriculture. Show how dairying is successfully carried on. Swiss cheese. Swiss goats. Forests of chestnut, birch, walnut, maple. Use?

Commerce. Importation of raw materials needed for manufacturing goods: coal, raw silk, cotton, food products. Exporting manufactured goods. Toys.

Transportation. Great highway systems. Famous tunnels. Countries connected by tunnels.

Germany, Russia, Spain, Norway and Sweden, Belgium, Holland, Denmark, Greece and the new countries of Central Europe may be studied according to the above plan.

Standards of Attainment.

At the completion of this grade the pupil should be able to fulfill the following requirements:

Know the important characteristics of the countries of Europe.

Know how climate, westerly winds and the topography of Europe, influence the lives of the people.

Know that we are debtors to Europe for our country's citizenry, government, growth, development, art and literature.

Know the relation between a people's national prosperity and development, and its government and education.

Know how to use independently, in solving a problem, reference material, maps, pictures and books and to state reasons for conclusion.

Have a knowledge of place geography of Europe, and be able to locate the following cities:

London	Constantinople	Moscow
Berlin	Budapest	Venice
Paris	Glasgow	Naples
Petrograd	Hamburg	Geneva
Vienna	Liverpool	Warsaw
Brussels	Dublin	Amsterdam
Madrid	Rome	Antwerp
Copenhagen	Manchester	Athens
Stockholm	Genoa	

Recommended Texts.

Brigham and McFarland, Book One.

McMurry and Parkins: Elementary Geography.

Frye: New Geography, Book One.

Teachers' References.

Lyde, L. W.: The Continent of Europe (The Macmillan Co.).

Winslow: Geography Reader, Book IV (Heath & Co.).

Robinson: Commercial Geography (Rand, McNally Co.).

Smith, J. Russel: Commerce and Industry (Henry Holt).

Allen: The New Europe (Ginn and Co.).

Fairbanks: Topical Outlines of Geography, Part III, Europe (Harr Wagner Pub. Co.).

Huntington and Gregory: The Geography of Europe, Journal of Geography.

Wiswell: Maps and Globes.
Finch, U. C.: Geography of the World's Agriculture
(C. E. Baker, Supt. of Documents, Washington, D. C.).

Pupils' References.

Chamberlain: Europe (The Macmillan Co.).
Carpenter: Europe (American Book Co.).
Winslow: Europe (Heath Co.).
Finnemore: Italy (The Macmillan Co.).
Lyde: Geography of Europe (The Macmillan Co.).
Wade: Our Little Italian Cousins (L. C. Page Co.).
Our Little Swiss Cousins.
Champney: Three Vassar Girls in Switzerland.
Guerber: Legends of Switzerland (Dodd, Mead and Co.).
Lyde: Geography of the British Isles (The Macmillan Co.).
George: Little Journeys to England and Wales (Flanagan Co.).
Lane: Northern Europe (Ginn and Co.).
Allen: Stories of the Rhine Country (Ginn and Co.).
Penfield: Holland Sketches.

GRADE SIX-B.

OUTLINE.

ASIA.

AFRICA.

AUSTRALIA.

SYLLABUS.

In the study of these continents the plan is to take the country as a whole, emphasizing those physical characteristics that have had a special influence on the people.

ASIA:

The four great divisions of Asia:

Eastern Asia:

China, Manchuria, Korea, Japan, Siam, Anam.

Southern Asia:

India, Burma, Malay Peninsula and East Indies.

Northern Asia:

Siberia and Russian Turkestan.

Western Asia:

Arabia, Syria, Palestine, Mesopotamia, Turkey, Armenia, Persia, Afghanistan.

General plan for the study of a country:

Location of country.

Surface features.

Climatic conditions and the effect on people.

People. Race. Mode of life. Religion. Dress.

Occupation. Industries.

Centers of trade.

European influence on country.

Our trade relations with country.

General suggestions.**Study with care:**

Syria—Palestine—the Bible Lands.

Japan.

China.

India.

Study in a general way:

Siberia.

Persia.

Arabia.

Turkey.

Suggestive investigations for the study of—**Japan:**

The people: characteristics, educational systems, customs, national spirit.

Agriculture. Compare with methods used in the United States. Why intensive? Chief crops.

Mining. Under government control. Why? What minerals are found?

Forests. Variety—uses of various woods.

Tea, silk, hemp industries.

Change of foreign policy in 1853. The old policy.

The present policy. Cause of change.

Commercial and industrial development of Japan from 1853 to present.

Development of manufacturing. Annual value of foreign trade. In what lines has Japan made remarkable progress? In what does her weakness consist? Her strength? What are her special needs?

Colonies of Japan. How and when acquired. Value. Government.

Formosa (from China, 1895).

Sakhalin Island, southern half (from Russia, 1905).
Korea (Russo-Japanese war, 1910).
What did the Conference of 1922 decide about the
Shantung controversy?
Catholic missionary work.

China:

Suggestive investigations for the study of China.

People: characteristics, education, schools, religion.
Awakening of China—effect on country, on the
United States. Long isolation of country.
The Republic of China. Recent revolutions.
Resources: Why undeveloped. Future of China.
Minerals of Shantung province.
Means and methods of transportation in China.
What are some of China's needs? What does
China contribute to the commercial world?
Agriculture: Methods of farming—crops.
China, as Catholic missionary field.

India:

Suggested investigations for the study of India:

The people—the caste system, religion, customs.
Influence of physical features, climate and rainfall
on the country.
Famines and epidemics.
Agricultural industries. Methods of production—
irrigation.
Manufacturing: Hand work—rugs, jewelry. Slow
progress of industries.
Government. Effect of government on country.

AFRICA:

Wind systems of Africa and their effect upon life.
Regions difficult of access.
Regions unfavorable to progress.
Why the extreme north and south of Africa are centers
of development.
Why Kalahari is a desert.
The northern and southern climatic belts.
Types of people in Africa.
European possessions in Africa.
Results of foreign control in Africa.

Study with care:

Egypt:

Location.
The Nile.
Character of people.
Suez Canal.
Cairo.
The Pyramids.

South Africa:

Climate. Compare with California.
People.
Resources.
Industries.
Cities.

AUSTRALIA:

Position.
Size. Compare with other continents.
Surface features.
Climate:
 Temperature influenced by—
 Latitude.
 Wind systems and rainfall.
Drainage. Important rivers.
Vegetation.
Distribution of animal life.
Mineral resources.
Reason for location of centers of population.
 Commercial centers.
 Manufacturing centers.
 Trade routes.
Political divisions.
Government.

Topics for special study:

Industries and resources of Western Australia.
Compare the Australian deserts with the deserts of California.
Effect of eastern range of mountains on rainfall.
Reasons for lack of navigable rivers.
Cities: Brisbane, Sydney, Melbourne, Adelaide.
Compare New Zealand with Australia.
New Guinea: Location. Products. Possession.
Fiji and Samoan Islands: Location and peoples.

Standards of Attainment.

At the completion of this grade the pupil should fulfill the following requirements:

Know how to use maps, charts, tables and other reference materials to find out the controlling physical conditions of a region or continent, in working out a problem.

Know the fundamental geographic facts, such as the relation of temperature and rainfall and seasonal changes to the distribution of plant life of a region; the principal ocean currents and their influence on land areas; wind belts and their relation to lowlands and highlands.

Know what effect physical features and climate have upon the people of a region.

Be able to pronounce, spell names of, and locate quickly, all places studied.

Be able to draw a rough map of continents studied and locate important physical features and cities.

Recommended Texts.

(Same as Grade Six-A.)

Teachers' References.

Torrance: Geographical Results of the Great War.

McMurry: Geography of the Great War.

Allen: Asia.

Asia—Magazine.

National Geographic Magazine, Washington, D. C.

The Journal of Geography, American Geographical Society.

Pupils' References.

Carpenter: Australia—Asia—Africa.

Chamberlain: Oceania—The Continents and Their People.

Redway: All Around Asia.

Kellogg: Australia and the Islands of the Sea.

Lyde: The Geography of Africa.

Van Bergen: The Story of Russia.

Bealby: Peeps at Many Lands.

China.

Japan—Korea.

India—Ceylon.

Australia.

Smith: Life in Asia.

Rabenort: Asia, Africa, Australia.

GRADE SEVEN-A.**OUTLINE.****THE UNITED STATES AND HER POSSESSIONS.**

The Western States.

The Northeastern States.

The North Central States.

The Southern States.

CANADA, NEWFOUNDLAND AND GREENLAND.**SYLLABUS.**

The aim of the work in this grade is to interest the pupil in the study of the development of the United States into a nation that has become a world-power in its influence on the conditions, ideals, commerce and industry of the world; to instill a laudable pride in the conservation and development of the resources of our country, and a sense of the responsibility of ownership; and to arouse the desire to study the history of the United States because of the complex character of its people.

The study of the United States as outlined in a lower grade is largely descriptive and place geography, with some reference to the natural resources, to serve as a basis for comparison with other countries. To give the pupils a broad view of the various activities of the people of the United States, an intensive study of the natural regions of the country is made in the Seventh Grade. This precedes the study of the states as separate units. Emphasis should be placed on the relation of the physical features, climate and resources of the region to the people, to their various occupations, to the centers of population and to transportation.

The western section is taken up first, as this is the region with which the pupils are most familiar. The other sections follow according to sequence of history.

THE UNITED STATES:

Natural regions of the United States.

“A natural region is a unit of geographic environment—an area throughout which the geographic conditions that help to determine life do not greatly differ.”

Suggested outline for the study of a region:

Meaning of natural region.

Distribution and boundaries.

Natural characteristics of region:

Mountain. Rivers. Continental Divide.

Routes of travel of early explorers and settlers.

Mountain passes.

Variation of climate: Temperature. Winds. Rainfall.

Advantages and disadvantages of region to life:

How man has responded to favorable conditions.

How he has overcome natural disadvantages (e. g., by irrigation).

General outline for study of a section:

Position:

Determine latitude and compare other groups. Determine natural regions.

Surface features:

Highlands, lowlands and valleys. Continental Divide.

Drainage areas:

Relation to natural conditions.

Chief industries of group.

Relation of products to soil and climate. Compare with other sections.

Transportation and commerce:

Navigable rivers. Lake and ocean waterways—canals.

Railroads. Compare facilities. Foreign commerce.

Cities:

Causes leading to importance.

The Western States:

Suggested study for Western States.

Various regions included in this section and their relation to—

Resources and industries:

Minerals. Life in a mining region. People employed—wages—hours of labor—living conditions—location of mines and deposits—noted mining districts—varieties and value of mineral deposits, United States mints.

Forests. The laborer—the lumberman—location of timber land—kind of trees—methods of lumbering, amount produced. Forest reservations and conservation. Shipbuilding.

Fisheries. Location—types of fishing—kinds of fish—value of catch—canneries. Government protection of fish.

Agricultural pursuits:

Location of farming and fruit-growing regions.

Variety of crops—value of fruit production.

Irrigation. Reclamation. Fruit canning and drying. Packing houses. Shipping.

Stock-raising. Life peculiar to cattle and sheep country. Purpose. Shipping. Wool. Hides.

Tanning.

Manufacturing: Extent. Centers. Sources of raw material. Water-power. Fuel.

Centers of population. Relative size of population. Possible growth.

Advantages for transportation:

Ocean, lake and river waterways, railroads. Puget Sound, San Francisco Bay.

Railroads.

Compare Seattle, Los Angeles and San Francisco.

Map study of section and reason for location of: Los Angeles, Seattle, Portland, Tacoma, Salt Lake, Helena, Cheyenne, Salem, Missoula, Boise, Pocatello, Ogden, Pueblo, Sacramento, San Diego, Yakima, Phoenix, Santa Fe, Albuquerque, Tucson, Reno, Spokane.

Subjects of special interest:

Yosemite National Park.

Yellowstone National Park.

The Grand Canyon National Park.

Crater Lake National Park.

Sequoia National Park.

Rocky Mountain Park.

National irrigation projects.

The Columbia Highway.

Portland Cement.

The Northeastern States	} May be studied in the same manner.
The North Central States	
The Southern States	

Alaska:

Suggestive topics for study:

History of purchase.

Show that it was profitable to the United States to purchase Alaska.

Compare Alaska with Labrador.
Possibilities for future development.
Principal cities: Sitka, Juneau, Skagway, Nome,
Fairbanks, Seward.

Panama Canal Zone:

History of acquisition.
Difficulties of constructing canal.
Length of time for construction. Cost.
Eastern and western terminals.
Advantages to world commerce. Fortification.
Map drawing of Canal Zone.

The Philippine Islands:

How acquired.
Location.
Surface features.
Climate.
People. Races.
Commercial importance of position.

Our Islands in the Pacific:**The Hawaiian Islands:**

How acquired.
Location.
Importance.
Productions.

Locate and give reasons why the United States owns
these far-away little islands:

Tutuila	Midway Island.
Guam.	Baker Island.
Marcus Island.	Howland Island.
Wake Island.	

What are our privileges on the Island of Yap?

The Virgin Islands:

Location—size—people.
Of what importance to the United States are these
islands?
Compare with Alaska.

Porto Rico:

How acquired.
People.
Industries.
Government.

CANADA, NEWFOUNDLAND AND GREENLAND:**Canada:**

Natural regions of Canada (See Outline for Study of a natural region, Grade Seven-A.)

Location. Latitude.

Boundaries: Land, ocean, lake and river.

Coast line:

Nature and advantages.

Compare east and west coast line.

Surface features—climate—productions.

Compare with United States. Central plain—eastern and western highlands.

Continental Divide.

Scenic grandeurs of western highland.

Canyons, glaciers, perpetual snow.

Changes wrought by the Great Glacier.

Northern part: Waste land. Severe Climate.

Southern part: Compare with northern United States in climate, soil and productions.

Ontario and Quebec.

Great plains—wheat growing and grazing region.

Western section: Lumbering.

Eastern section: Agriculture.

Facilities for transportation. Trade with England, with Orient and United States.

Resources of the country.

Industrial and trade centers. Importance and location of Montreal, Toronto, Ottawa, Quebec, Winnipeg, Vancouver, Regina and Sudbury.

Newfoundland:

Location:

Relation to Canada—to England.

Greenland:

Reasons why Denmark finds it profitable to own Greenland.

Recommended Texts.

Atwood: New Geography (Book Two).

McMurry and Parkins: Advanced Geography.

Brigham and McFarlane: Essentials of Geography (Second Book).

References.

- Seabury: Porto Rico (Silver, Burdett and Co.).
Thomas: Trails and Tramps in Alaska and Newfoundland (G. P. Putnam's Sons).
Twombly: Hawaii and Its People (Silver, Burdett and Co.).
Wade: Our Little Philippine Cousin (L. C. Page and Co.).
Allen: Industrial Studies—United States (Ginn and Co.).
Bassett: Story of Lumber (Pennsylvania Pub. Co.).
Brooks: Story of Cotton (Rand, McNally Co.).
Cooke: Day with Leather Workers (Doran).
Chase and Clow: Stories of Industry (Ed. Pub. Co.).
King: This Country of Ours (Lee & Shepard).
Southworth and Kramer: Great Cities of the United States (Iroquois Pub. Co.).
Winslow: The United States (D. C. Heath and Co.).
Smith: Commerce and Industry (Henry Holt and Co.).
Samuel: Story of Gold and Silver (Penn. Pub. Co.).
Cooke: Day in a Shipyard (Doran).
Fairbanks: The Western United States.
Bradley: Canada (Henry Holt and Co.).
Winslow: Geographical Readers (Book II, United States) (D. C. Heath and Co.).
Reynolds: How Man Conquered Nature (The Macmillan Co.).
Greeley: Handbook of Alaska (Scribner's Sons).
Hall and Chester: Panama and the Canal (Newston Co.).

GRADE SEVEN-B.**OUTLINE.**

MEXICO AND CENTRAL AMERICA.

WEST INDIES.

SOUTH AMERICA.

SYLLABUS.

The purpose of this term's unit of work is to enable the pupil to understand the physical conditions that control the activities of the people of Mexico and South America, and to arouse an interest in these countries with which we should have wider influence and larger trade relations.

A regional study of South America is taken up as an

approach to a study of the political units. Constant comparison of the various types of regions with similar types in North America should be made, and differences arising from lower latitudes and their effect upon climate and life should be emphasized.

A rapid, brief review of the continent of North America as a whole should precede the work on South America.

Suggested Outline for the Study of a Continent:

Position.

Form.

Size:

Relative:

As compared with others.

Relief:

Highlands—plateaus.

Position—extent—character.

Drainage system—continental slopes.

Lowlands:

Position—extent—character.

Climate:

Temperature influenced by—

Latitude.

Altitude.

Wind systems and rainfall:

Prevailing winds.

Effect of highlands upon winds and rainfall.

Location and reasons for rainless areas.

Drainage:

Important rivers.

Lakes—salt—fresh.

Zones of vegetation dependent upon—

Temperature.

Rainfall.

Distribution of animal life.

Distribution of mineral resources.

Distribution of population dependent on occupation.

Reasons for geographical distribution of occupations.

Resources.

Commercial advantages.

Reason for location of centers of population.

Commercial centers.

Manufacturing and industrial centers.

Development of routes of trade and commerce.

Physical conditions favoring trade.

Commercial centers and routes of trade.
Commodities exported and imported.
Political divisions.
Government.

MEXICO AND CENTRAL AMERICA:

(See Outline for Study of a natural region, Grade Seven-A.)

Natural regions.

People. Indian races. History of conquest by Spaniards.
Independence.

Physical conditions:

Climate—climatic belts.

Surface—areas of altitude.

Rainfall—Compare east and west coasts.

Backward condition of agriculture, manufacturing, commerce, education.

Compare with the United States.

Resources.

Government.

THE WEST INDIES:

Cuba:

Location.

History of acquisition.

Cuba in the history of the United States.

Resources and industries.

Government.

Havana Harbor.

Haiti.

Jamaica.

Bermuda.

SOUTH AMERICA:

Brief history of discovery. Kinds of people explorers found; manners and customs. Compare Incas with Aztecs in customs—homes—religion. Columbus, Balboa, Vespucci, Pizarro. South America as a colonial possession—Struggle for freedom—Monroe Doctrine—Pan-American Union.

Highlands:

Colombian region: Climatic belts—why not a “natural region.”

Plateau of Bolivia: Height—account for dryness—disadvantages for life—Home of Incas.

Brazilian highlands: Slopes—variety in climate—population compared to Amazon valley.

Guiana highlands: People.

Southern highland: Characteristics.

Lowlands:

The Llanos or Savannas of the Orinoco. Compare with prairies of North America. Effect of rainfall. Population. Animal life. Vegetation.

Amazon Valley: Extent. Compare Amazon River with Mississippi—Columbia—Hudson—St. Lawrence. Rainfall. Vegetation. Animal life. People—advantages and disadvantages of life. Two centers of population.

Chile lowlands. Desert of Atacama: Extent. Why is it desert? Compare with Sahara. Population, irrigation—crops. Mineral deposits—nitrate region. Compare with nitrate production in northern Italy. Location of shipping ports.

Central Valley of Chile: Drainage. Chief city. Compare with Sacramento—San Joaquin Valley. Development.

Pampas region of the Plata: Rainfall. Drainage. River system. Industries.

Coastal plains: Compare with North America.

Desert regions.

Climate: Effect and movement of wind systems. Rainfall and its influence upon life. Climatic belts.

Resources and products: Diamonds, mineral deposits, copper, rubber, coffee, valuable woods, cocoa, vanilla, quinine, tapioca, vast grazing areas, rich soil.

Transportation facilities: Waterways. Railroads—difficulty in building. Trace the Trans-Andean railroad on map.

Commerce: Shipping ports. Exports. Imports. The Pan-American union. With what countries is South America carrying on most of her trade? Benefits to United States in closer trade relationship.

Suggested investigations in connection with the study of—

Brazil (topics for study adapted from Allen: South America):

Size and position of Brazil—compare with United States.

Form of government—compare with United States.

Climate and surface.

Rivers and forests.

Plants and animals.
Development of Brazil.
Coffee and rubber industries.
Mineral resources and diamond mines.
Railroads and transportation.
Sao Paula Railroad.
City and State of Pernambuco.
City and State of Bahia.
The capital, Rio de Janeiro.

Argentina (topics for study adapted from Allen: South America):

Size—contrasts of climate and surface.
The wheat industry of Argentina.
Immigrants and their work.
Flax fields of the South.
The Port of Bahia Blanca.
The capital city, Buenos Aires.
Vineyards of the Mendoza.
Rosario, the Chicago of Argentina.
The Christ of the Andes.

Chile:

Size and shape of Chile.
Climate and rainfall. Contrast between northern and southern sections.
Government. Capital.
Resources and industries of Southern Chile. The nitrate industry. Iodine.
Lota, Valdivia, Concepcion, Valparaiso, Santiago.
Animals of western South America.

Venezuela:

Simon Bolivar and George Washington.
Size. Position. Climate.
Contrast the Mississippi and the Orinoco.
The llanos and the cattle industry.
Chief crops of Venezuela.
The Island of Trinidad.
Cause of backward condition of Venezuela.

Paraguay and Uruguay:

Compare these two countries in size.
The wheat industry of Paraguay.
Lumbering in the Chaco forest.
The meat industry.
Hide industry.

Bolivia:

Location. Surface. Climate.
Minerals and metals.
Forest products.
Llamas, alpacas, vicunas.
Potosi, La Paz, Sucre.
The Antofagasta and Bolivia Railroad.

Ecuador:

Volcanoes and earthquakes.
Tagua nuts and the button industry.
Panama hats.
The cocoa industry.
Quito, the capital.

Peru:

Resources of Peru.
Railroad of Peru.
Lake Titicaca.
Lima, Cuzeo.

Colombia:

Size and surface.
Climate and resources.
The future development of Colombia.
A trip up the Magdalena River.

Guiana:

Resources and industries.
Cayenne, Paramaribo, Georgetown.

Standards of Attainment.

At the end of this grade the pupils should fulfill the following requirements:

Have a definite idea of the United States as a whole, and of each section, through the study of the most striking features as indicated in the Course of Study.

Know the value of our possessions to us and of our benefit to them.

Know something of the commercial relationship between the United States and Canada.

Know the principal resources of Canada, South America and Mexico.

Know the important trans-continental railroad lines, steamship lines and important ship canals.

Be able to draw a map of the United States and locate

the principal physical features and twenty-five principal cities.

References.

Gilson: *Wealth of the World's Waste Places* (Chas. Scribner's Sons).

Our Little Brazilian Cousin (L. C. Page Co.).

Our Little Argentine Cousin (L. C. Page Co.).

Lucia: *Stories of American Discoveries for Little Americans* (American Book Co.).

Bryce: *South American Observations and Impressions* (The MacMillan Co.).

Enock: *Republics of South and Central America* (Chas. Scribner's Sons).

Hale: *The Other Americans*.

Du Chaillu: *Wild Life Under the Equator* (Harper Bros.).

Clarke: *The Continent of Opportunity—South America* (Revell).

Rutter: *Wheat Growing in Canada, the United States and Argentine* (The Macmillan Co.).

Recommended Texts.

(See Grade Seven-A.)

GRADE EIGHT-A.

OUTLINE.

EUROPE:

Northwestern and Central Europe.

The Mediterranean Countries.

The Danube and Balkan Countries.

ASIA:

The Far East.

Western Asia.

Southern Asia.

Northern Asia.

AFRICA:

The Mediterranean Region.

The Nile Valley.

Southern Africa.

The Sahara.

The Congo Basin.

AUSTRALIA:

Natural Regions of Australia.

SYLLABUS.

Review the work of Six-A Grade on Europe as a whole. See outline for study of a natural region, Seven-A Grade; for study of a continent, Seven-B Grade.

The organization of the subject-matter in the texts for this grade is largely based upon a study of the major natural geographic regions and their relation to human activities. Teachers' manuals of practical value are provided to accompany the various texts. The work should be taken up from the commercial and industrial viewpoint, based on the problem method. In studying Asia, emphasize the main physical features and the countries that have historical and international prominence. In the study of Africa, European domination of the country and its results should be noted. Call attention to Catholic Foreign mission fields in Africa, and in the Far East, when these places are under discussion.

EUROPE:**Northwestern and Central Europe.****Regions:**

The Northwestern Highland.

Great Britain and Ireland.

Norway and Sweden.

The Central Plains.

Southern England, Northern France, Southern and Eastern Sweden, Holland, Belgium, Denmark, Poland, the Baltic States and Russia.

Central Highlands.

Part of France and Belgium, Luxemburg, Southern Germany, Austria, Western Czechoslovakia.

Southern Highlands.

Switzerland.

The Countries of the Mediterranean.

Italy, Portugal, Spain, Jugo-Slavia, Albania, and Greece.

Regions.

Central Highland.

Southern Mountain and Plateau.

Southern Lowlands.

The Balkan and Danube Countries.

Regions.

Central Highland.

Southern Mountains and Plateaus.

Southern Lowlands.

Countries.

Austria, Hungary, Czechoslovakia, Bulgaria, Rumania, Constantinople.

ASIA:**The Far East.**

The Empire of Japan.

The Republic of China.

Western Asia.

Asia Minor, "The bridge by which ancient culture reached Europe."

Syria and Palestine, "The Sacred Land of the Christians and highway between three ancient civilizations."

Mesopotamia, the land of an ancient civilization.

Arabia, the cradle of the Mohammedan religion. Aden.

Southern Asia.

The Empire of India.

Ceylon, Singapore, East Indies, Borneo, Sumatra, Java, the Celebes.

Northern Asia.

Siberia.

Eastern Turkestan.

AFRICA:

The Mediterranean Region.

French and Italian Possessions.

The Nile River and Valley. Suez Canal.

Southern Africa.

The Cape-to-Cairo Railroad. Madagascar.

The Sahara.

Proposed railroads.

The Congo Basin. Belgian Protectorate.

AUSTRALIA:

Natural Regions.

Value of country to England.

GRADE EIGHT-B.

The study of the United States as a world power will afford a summarizing of all the geographic facts and principles the pupils have thus far acquired. These should here be brought together in building up a conception of the world as a whole, viewed in its trade relationships. The essential facts of economic and commercial geography should be stressed and constant reference made to economic maps, statistical tables, reference materials found in suggested list, in magazines and the trade sections of the daily papers.

In following the problem method of teaching, the pupils' own interests will often determine how the study of a topic may be approached. Preliminary discussion by the teacher and the class can usually be directed in such a way as to center interest upon the important topic from which a problem can be evolved.

The subjects of conservation of our national resources and responsibility of American citizenship should be brought out. Make much of the point, that the solving of the great problems of transportation, industry and development of a country, has been due to man's power over nature in applying scientific principles learned through education. To illustrate this develop the following or like topics:

Conservation of resources.

Reclamation and irrigation projects.

Construction of bridges, canals and locks.

Tunneling through mountains.

Building railroads and highways.

Deepening rivers and harbors.

Developing electricity by water-power.

A rather comprehensive study of the causes that give rise to commerce should be developed from the knowledge the pupils already possess concerning trade relations among the nations of the world.

Causes that give rise to commerce:

Supplying man's needs.

Regions of the world differ in natural resources: in some these resources are inadequate, in others, there is an oversupply.

Some regions need raw materials.

There must be markets for manufactured goods.

Employment, besides agriculture, must be provided for overcrowded regions. Division of labor.

Make a survey of the natural resources of the United States and of the world.

Determine which country leads in the production of raw material.

The great industry of transportation.

The great world highway.

Emphasize the importance of large bodies of water as highways of trade and culture.

Pacific Ocean and development of countries surrounding it.

North Sea—a world trade center.

Suez and Panama Canals.

The final work of the term should be given to California's commercial and industrial relations to the United States and to the rest of the world.

Standards of Attainment.

At the completion of this grade the pupil should fulfill the following requirements:

Know the minimum essentials of Elementary School Geography indicated by M. E. Branom and W. S. Reavis.

Know the great land and water highways of trade.

Know the rank of the great nations of the world commercially—their chief exports and imports and the countries with which most of the trade is carried on.

Know the location and the value of the various colonies to the mother countries.

Know the benefit colonies derive from the countries that own them.

Be able to draw rough map of countries studied and locate principal physical features.

Have a definite idea of dependence of region on region, people on people, as the cause of interchange of commodities, customs and ideas.

Be able to locate the great cities of the world and give reasons for their importance.

Know why so many thousands of people visit Europe annually.

Recommended Texts.

Brigham and McFarland: Book Two.

Atwood: Frye-Atwood Series, Book Two.

McMurry and Parkins: Advanced Geography.

J. Russel Smith: Region and Trade.

Teachers' References.

Teachers' Manual to accompany any of above texts.

H. W. Fairbanks: Topical Outlines of Geography.

- J. F. Chamberlain: Lippincott's Geography.
J. R. Smith: Human Geography, Region and Trade.
Robinson: Commercial Geography (Rand, McNally Co.).
Van Hise: Conservation of Our National Resources of the North Central States (The Macmillan Co.).
Bengston and Griffith: The Wheat Industry (The Macmillan Co.).
Mosier and Davenport: Soils and Crops (Rand, McNally Co.).

Selection from Teachers' Manual of Geography. Bulletin 97 of Board of Education of Boston (Ginn & Co.).

Magazines:

- National Geographic Magazine.
Travel.
World's Work.
Journal of Geography.
Current Events.
America.
Literary Digest.
Independence.
Bulletin of Pan-American Union.

- Carpenter: Geography Readers (American Book Co.).
Chamberlain: The Continents and Their People Series.
Chamberlain: Home and World Series (The Macmillan Co.).

Pupils' References.

- Werthner: How Man Makes Markets (Macmillan Co.).
Southworth and Kramer: Great Cities of the United States (Iroquois Pub. Co., Syracuse, N. Y.).
Fairbanks: The Western United States (D. C. Heath).
Continental Series: Peeps at Many Lands.
Peeps at Many Industries.
South American Fruits—Bulletin of Pan-American Union.
Tappan: Railway Conquest of the World (J. B. Lippincott).
Braine: Merchant Ships and What They Bring Us (E. P. Dutton & Co.)
Smith: The Organization of Ocean Commerce (University Press).
Freeman and Chandler: The World's Commercial Products (Ginn & Co.).
Baldwin and Swingood: Sailing the Seas (American Book Co.).
Todd: The World's Cotton Crops (The Macmillan Co.).

- George: Great World's Farm (The Macmillan Co.).
Myrick: The American Sugar Industry (Orange, Judd Co., New York).
James: The Building of Cities (The Macmillan Co.).
Twombly and Dana: The Romance of Labor (The Macmillan Co.).
Hall: Panama and the Canal (Newsom).
Nida: Panama and Its Bridge of Water (Rand, McNally Co.).
White: The Development of Africa (Philip, London).
Van Hise: Conservation of the National Resources of the United States (The Macmillan Co.).
Johnson: Ocean and Inland Transportation (D. Appleton & Co.).
Blaich: Three Industrial Nations (American Book Co.).
Tower: Story of Oil (D. Appleton & Co.).
Smith: Story of Iron and Steel (D. Appleton & Co.).
Abbott: South Seas (The Macmillan Co.).
Toothaker: Commercial Raw Materials.
Willets: Workers of the Nations (Ginn & Co.).
Shoemaker: The Great Siberian Railroad (G. Putnam's Sons).
Progress and Development of Our National Parks (Department of the Interior, Washington, D. C.).
Bryce: South America (The Macmillan Co.).
Fisher: Resources and Industries of the United States (Ginn & Co.).
Keller and Bishop: Industry and Trade (Ginn & Co.).
Allen: Geographical Industrial Studies (Ginn & Co.).
"The New Europe."
State Publications.
Local Publications, e. g., Mercantile Review of San Francisco.
The World Almanac.
Year Book of the United States Department of Agriculture.
Statistical Abstract of the United States.

COURSE OF STUDY IN HISTORY.

INTRODUCTION.

The teaching of history in the Elementary Schools presents many difficulties. History is the story of grown men and of the society in which they lived, and this story has to be told to children. It follows that the teacher must deal principally with what children can understand; with personal character and prowess, adventure, discovery, invention and with the way in which men have lived and worked. It has always to be borne in mind that history is a continuous narrative of events bound together as cause and effect, and that the teacher must develop in the child's mind a sense of this continuity.

In history, perhaps more than in most studies, the personality of the teacher and her own reading are of the first importance. The study of some of the best modern historical works and contemporary writers will strengthen her insight into the meaning of great movements and enrich her store of stirring detail.

"The determining factors in a well-balanced course of study in history for the elementary schools would appear to be about as follows:

1. Fundamental and Basic.
 - (a) Materialistic—Man's reaction on his environment.
 - (b) Spiritual—Men's interpretations and ideals.
2. Immediate and Indispensable.
 - (a) Psychological—Point of view of the child.
 - (b) Practical—Social and political needs of the learner, the content point of view." (History in Elementary Schools—Bliss.)

In the following course an effort has been made to keep these factors in view. Naturally the psychological factors are more evident in the primary grades, the practical in the grammar grades.

The work outlined for the first three grades is based on an appreciation of State and National holidays, and an impression of primitive life. This impression is gained by a study of Indian customs.

In Grade Four a continuous story of our country's history is presented to the child in a very simple form. The aim is to develop the historical imagination and to give an idea of the unity of history; to show the child the birth, expansion and development of our country; to make him familiar with the names and deeds of our national heroes, learned through the work on the holidays.

In the Fifth and Sixth Grades the development of civilization during Ancient, Medieval and Modern periods is studied. The aims are to give a view of European history and to make the child familiar with the names and incidents that have become a part of the common stock of human knowledge. From the logical viewpoint the work in these two years forms a background for the formal study of American History, begun in the Seventh Grade, and of Church History in the Eighth Grade. Psychology has fairly well established that children at this stage of development are hero worshipers, and that the romantic makes a strong appeal to them.

The teacher should aim to supply the historical background and the connecting links by familiar talks. Since pictorial illustrations are invaluable, she should encourage pupils to collect pictures on historical subjects. Maps and diagrams should be freely used and the enumeration of dry facts and dates avoided.

Most important of all, the teacher should tell a good story; paint a vivid picture. Fire the young imagination with the recital of high and noble deeds that he may be encouraged to read and study for himself.

The formal study of American History is begun in Grade Seven-A and continued through Grade Eight-A.

In Grade Eight-B the study of elementary civics is correlated with United States history.

The teacher, before beginning each year's work, should see the course as a whole.

The New Jersey Course of Study says: "Before beginning a lesson the teacher should have:

1. A definite idea of what she expects to accomplish in that lesson, and of the importance of the given lesson in connection with all the lessons to be taught on a given topic.

2. A thorough, concise knowledge or mastery of the lesson, so that she may teach without a textbook.

3. The successive steps planned, the large questions thought out, in order to reach the desired results.

4. The apparatus for teaching at hand and ready for use—modeling table, maps, globe, colored crayon, reference material and textbooks.

5. Assignment made so definite and clear that pupils will be stimulated to do their best work.

6. A determination to conduct the recitation in such a way that the pupils will have opportunities for the exercise of their emotional and volitional natures.

7. A still more firm resolution to have the attention of all members of the class, and not only of a few."

GRADE ONE-A.

Holidays:

Columbus Day:

Columbus and his companions.

Spanish vessels.

Landing of Columbus in America.

Planting of the Cross by the Priests.

Indians.

Construction:

Draw or model vessels.

Dress dolls as Columbus and companions; as Indians.

Illustrate landing scene on sand-table.

Dramatize:

The landing of Columbus.

Thanksgiving Day:

Landing of the Pilgrims.

First Thanksgiving Day.

The Pilgrims.

The Indians.

Construction:

Model or cut from paper: The Mayflower; the Pilgrims and Indians.

Draw scene of the first winter: Coast; snow; log-houses.

Dramatize:

First Thanksgiving dinner.

Landing of the Pilgrims.

Building a shelter.

Indian visit to the settlement.

SYLLABUS.

Throughout the primary grades the instruction is entirely oral. In order to succeed in this method of oral presentation, the teacher must become an expert story-teller. Children should early be led to reproduce various portions of the story they have been told.

One purpose of this reproduction is to develop the power on the part of the child to talk before the class; that is, the power of oral expression. Another is to discover the mental images produced in the minds of the children by the instruction.

Other ways of attaining this end are the use of games and dramas. These plays should be **very** simple. Sand and clay modeling and drawing are likewise very important modes of expression, and are a source of great delight to children.

Stories to Be Read to the Children:

Colonial Children (Pratt).

American Indians (Starr).

Stories of Great Americans for Little Americans. (Eggleston.

For the Children's Hour (Bailey and Lewis).

Red Letter Days (Hall-Lennox).

GRADE ONE-B.

Holidays:

Lincoln's Birthday:

Childhood incidents.

Life in the backwoods.

Construction:

Build a rail fence. Draw scenes of Lincoln's home and surroundings.

Dramatize:

Such incidents as that of the borrowed book, and its return, etc.

Washington's Birthday:

His boyhood, parents, brothers and sisters.

His mother's love for him and his love for her.

His education.

Construction :

Figures: Cut or model these. Colonial costumes.

Drawings: Take scenes from around his home.

Indian Life:**Indian Home Life:**

Descriptions of Indian babyhood.

Descriptions of Indian boyhood.

Descriptions of Indian home life.

Stories to Be Read to the Children:

Legends of the Red Children (Pratt).

Myths of the Red Children (Wilson).

SYLLABUS.

The syllabus and aim are the same as in Grade One-A.

GRADE TWO-A.**Holidays:****Discovery Day:**

Columbus and his son.

Voyage across the ocean.

Columbus and his first sight of America.

Construction:

Same as in Grade One-A.

One might add a scene such as:

Columbus and his son seeking shelter at La Rabida.

The departure from Palos on the voyage of discovery.

Thanksgiving Day:

The Pilgrims in their home in England.

The Pilgrims in Holland.

The Pilgrims in their home in America.

The first winter in America.

Construction:

Same as for Grade One-A.

Add some typical scene from England or Holland.

Dramatize:

Some simple scene developed from the above subjects.

Indian Life:

Continue the method outlined in Grade One-B.

Reading:

Same as list for Grade One-A.

GRADE TWO-B.**Holidays:****Lincoln's Birthday:**

His home life as a boy.
His love of study.
How he educated himself.

Construction:

Same as in Grade One-B.
Add some scenes from his later life.

Dramatize:

Any incident of his boyhood or early manhood.

Washington's Birthday:

His home. Plantation life.
Travel on horseback and boats.
Story of his colt.
His school life.

Construction:

Paper figures of Colonial boys and girls.
Sand-table: Washington playing soldier.

Dramatize:

Washington and his schoolboy army.

Indian Life:

The Indian boy. His school. His teacher. His studies.

Construction:

Indian settlement; hunting camp.
Make Indian costumes.

Dramatize:

Return from the hunt.
Selected scenes from Hiawatha.

Stories to Be Read to the Children:

Hiawatha (Longfellow).
Half a Hundred Stories Told by Nearly Half a Hundred Persons.
Life of Washington (Dodge).
Life of Lincoln (parts adapted to the First Grade).
A First Book in American History (Eggleson).
America's Stories for American Children (Pratt).

GRADE THREE-A.**Holidays:****Admission Day:**

The First Admission Day.

The arrival of the Oregon with the news: "California is a State."

Rejoicings. The parade at night; the fireworks.

Construction:

Make models of the Oregon.

Have an enlarged model of the Oregon, and let the children make banners with the inscription, "California is a State."

Decorate model with banners and flags.

Dramatize:

Signal scene from Telegraph Hill and children watching the Oregon come in to the wharf.

Columbus Day:

Life of Columbus. Home and parentage.

Marco Polo's travels.

His influence upon Columbus.

Columbus seeks aid at the Spanish Court.

Isabella of Spain sends for him.

The fleet of three vessels.

Construction:

Draw or model scenes taken from Columbus' wanderings; the three vessels; Marco Polo's stories.

Dramatize:

Columbus at the Court of the Spanish King.

His disappointment at the first refusal.

His joy when told to return.

Thanksgiving Day:

A Thanksgiving Day with Miles Standish.

Massasoit's first Thanksgiving.

Early California Life:

Portola's Discovery of San Francisco Bay.

The planting of the Cross at San Diego.

The first Mission. The Builders. The Building.

The Indians.

Indian Life:

The Mission Indian. His life before the Padres came.

His new home with the Padres.

SYLLABUS.

In the Third Grade the children can read simple stories. Although the work on the holidays will remain the basis of this year's course, the plan of work must be enlarged and the children encouraged to read. Another holiday is added. Admission Day. A vivid word picture of the first Admission Day in California should be presented. This will logically lead to some consideration of early pioneer days in the State. From the pioneers we go to the Missions, the names of which are already familiar to the California school child. Naturally stories of the Indian life in the first two grades now change to stories of the Mission Indians, their relations with the Padres, the first white men in California, the Spanish explorers, Portola and his followers.

The aim in this grade should be to prepare the children for the next year's work, which is a continuous narrative of the nation's history. This necessitates that the holiday basis be so connected and so related as to outline the history story for the child. The teacher should always strive to arouse interest in and love for the study of history.

Pupils' Reference List:

- Martha of California (Otis).
- Stories of Great Americans for Little Americans (Eggleston).
- Stories of American Life and Adventure (Eggleston).
- Indian Folk Tales (Nixon-Roulet).
- Legends of the Red Children (Pratt).
- Hero Stories from a History (Blaisdell & Ball).
- Docas, the Indian Boy (Snedden).
- Stories of Colonial Children (Pratt).
- America's Story for American Children (Pratt).

GRADE THREE-B.**Holidays:****Lincoln's Birthday:**

- Review boyhood, home, education.
- Stories of Lincoln as President.

Construction:

- Draw scene from Lincoln's life as President.

Dramatize:

- Select incidents from presidential life.

Washington's Birthday:

- Review boyhood life.
- Emphasize Colonial plantation life.
- The young surveyor.
- The trip to the Ohio River.

Construction:

- Same as previous grades.
- Draw or model surveying scene.

Dramatize:

- Incident of the Indian boy.

Memorial Day:

- Military observation of Memorial Day.
- Civil War veterans.
- Spanish-American soldiers.
- Love of our Flag.

Construction:

- Union Flags, Confederate Flags.
- Boys in Blue and Boys in Gray.

Dramatize:

- Some such incident as the surrender of Lee. Emphasize the courtesy and consideration of the two Generals.

SYLLABUS.

The syllabus and aim are the same as in Grade Three-A.

GRADE FOUR-A.**Holidays:**

1. Admission Day.
2. Columbus Day.
3. Portola Day.
4. Thanksgiving Day.

Topical Outlines According to Centuries:

- Fifteenth Century: Discovery. Columbus in America.
- Sixteenth Century: Exploration. Drake in California. Cortes in Mexico.
- Seventeenth Century: Settlement. La Salle on Mississippi.

SYLLABUS.

A connected story of American History is presented in this grade. The work should be of a very simple and elementary character, and based on the facts learned in the previous grades in connection with the holidays.

Biography and Pioneer Life will furnish the nucleus of the course followed in a connected manner. Reading by the child may now become an important aid. No text is required, but children's books and stories adapted to the age of the children are recommended, and should be read to the children and read by them.

Geography:

Give a general idea of location of the Atlantic and Pacific Oceans, Europe and America, the Rocky Mountains, Mississippi River, Great Lakes, California. The geography facts are from the standpoint of history.

Aim:

The aim throughout is to develop the historical imagination to give some idea of the unity of history and to give the child a bird's-eye view of the Story of his Country. Select items that will lend themselves to the child's imagination. Follow the same general plan as in Grades One and Two, with the additional requirements of some reading by the pupil, and, if found expedient, a note-book. Exploration and pioneer periods make special appeal to the child. Therefore, more time is given to the period before and immediately after the Revolutionary epoch than to more recent developments.

GRADE FOUR-B.**Holidays:**

1. Lincoln's Birthday.
2. Washington's Birthday.
3. Memorial Day.
4. Flag Day.

Topical Outlines According to Centuries (Continued from Grade Four-A):

Seventeenth Century: Settlement: New England Coast. Spanish on Pacific Coast.

Eighteenth Century: Independence: Washington and Revolution. Missions in California.

Nineteenth Century: Growth. Lincoln and Civil War. Gold rush to California.

Twentieth Century: America's part in the World War.

SYLLABUS.

General treatment of course as in Grade Four-A.

Pupils' Reference List:

Stories of Great Heroes (Rev. James Higgins).
Story of Columbus and Magellan (Lawler).
Heroes of the Middle West (Wood).
Stories of Pioneer Life (Bass).
Myths of the Red Children (Wilson).
Short Stories from American History (Blaisdell and Ball).
Story of Old Europe and Young America (Mace-Tanner).

GRADE FIVE-A.**Subject Matter:**

Elementary survey of ancient peoples from the dawn of history to Charlemagne.

Plan of Presentation:

Biographical and narrative.

Man's Earliest Achievements:

Discovery of fire; ways of making fire.
Domestication of animals.
Beginnings of language.
First attempts at agriculture.

Egypt:

Early history of human progress in the Nile Valley.
The Pyramids and the Sphinx. Obelisks.
Picture writing (hieroglyphics). Papyrus rolls.
Rameses II—Pharaoh of the Exodus.

Babylonia and Assyria:

The Tigris-Euphrates Valley.
Life in ancient Babylonia.
Cuneiform writing. Clay tablets.
Sennacherib and the Kingdom of Israel.
Nebuchadnezzar and the Babylonian Captivity.
The Hanging Gardens of Babylon.
Belshazzar and the Persians.

Persia:

Location.
Cyrus and the Jews.
Invasion of Greece.

Phoenicia:

Its position on the Mediterranean.
Ships and early sea voyages.
Development of the alphabet.

SYLLABUS.

In the Fifth and Sixth Grades an attempt is made to teach in a simple manner the development of human civilization from the dawn of history through the medieval and modern periods. The ideas to be developed are general and universal rather than particular. Authentic stories, episodes and personages are introduced for the purpose rather of developing general notions and pictures than of building up a body of co-ordinated facts.

The teaching in these grades should be largely oral.

The essential point is that the work should be so planned and so carried out in practice as to give the child's imagination free scope, to let it receive vivid impressions of other ages in which manners, ideas and environment were very different, while human nature was ever the same; in other words, to awaken in a rudimentary form that sympathy with the past which is the necessary foundation of the historical sense.

The children should take an active part in the lesson and not be passive listeners. Have them reproduce the stories they have been told and illustrate them by means of drawing and construction work.

GRADE FIVE-B.**Subject Matter:**

Continuation of Work in Five-A.

Plan of Presentation:

Biographical and narrative.

Greece:

A very simple story of the Greeks.

Life in Athens; in Sparta.

Education in Greece.

Art, painting, sculpture, literature.

The Olympic Games.

The Persian Invasions. Marathon. Thermopylae.

Leonidas, Miltiades, Demosthenes.

Alexander and world conquest.

What Greece has left us.

Rome:

Story of the beginnings of Rome.
Legend of Romulus and Remus.
Old Roman virtue. (Cincinnatus).
Horatius at the Bridge.
The Vestals.
Camillus and the Gauls.
Rome's conflict with Carthage.
Hannibal and Scipio.
Julius Caesar and world dominion.
Augustus Caesar.
Rome's legacy to us.

Rise of Christianity:

Birth of Our Lord Jesus Christ.
Death of Our Lord Jesus Christ.
Nero and the first persecution.
Constantine and the Labarum.
End of the persecutions.
St. Helena.

Fall of the Roman Empire:

Barbarian invasions.
Attila and Pope Leo.

Pupils' Reference List (Fifth and Sixth Grades):

Ten Boys from Long Ago to Now (Andrews).
Story of the Greeks (Guerber).
Story of the Romans (Guerber).
Famous Men of the Middle Ages (Haaren and Poland).
Story of the Middle Ages (Harding).
The World's Discoverers (Johnson).
European History Stories (Tappan).
The Dawn of American History in Europe (Nida).
In the Days of William the Conqueror (Tappan).
Story of Ireland (A. M. Sullivan).
Story of the Irish Race (Seumas MacManus).
William the Conqueror (Stenton).
Great Names and Great Nations (Niver).
Stories of the King (Baldwin).
Source Book of American History (Hart).
European Beginnings of American History (Atkinson).
Fifty Famous Stories (L. Baldwin).
Stories for the History Hour (Niemeyer).

GRADE SIX-A.

Subject Matter—The Medieval Period.

Charlemagne:

Story of Charlemagne.

Life at his court.

The palace schools.

The crowning of Charlemagne by Pope Leo.

Feudalism and Chivalry:

Knights and Ladies: Mode of life; dress; amusements; vassals; homage; life of a page; vigil of arms; knighting of a squire.

Feudal Castle: Its architecture; its defence.

Mohammedanism:

Its rise and spread.

The Crusades:

Their aim. Godfrey of Bouillon, Richard the Lion-Hearted, St. Louis. The Children's Crusade.

Guilds:

What they were. Cathedral builders.

The English in France:

The English king claimed the French throne.

St. Joan of Arc.

Invasions of Ireland:

Invasions by the Danes; by the English.

Result of these invasions.

Discovery and Invention:

Inquiring spirit engendered by the Crusades.

This spirit indirectly led to the discovery of America.

Mariner's compass.

Invention of printing.

GRADE SIX-B.**OUTLINE.**

Subject Matter.—The Modern Period.

Protestantism:

The revolt of Luther.

Consequences of Luther's revolt.

Separation of England from the Church.

Elizabethan England:

Commercial and Social Progress.
Relations with Spain.
Attempts at English Settlement in America.
Writers: Shakespeare, Spencer.
Discoverer: Sir Francis Drake.

Battle of Lepanto:

St. Pius V.
Don Juan of Austria.

Louis XIV:

Cardinal Richelieu.
France under Louis XIV. His conquests.
Cardinal Mazarin.

The French Revolution:

Marie Antoinette. The Queen's devotion to her children. Her imprisonment and death.
Lafayette.

Napoleon Bonaparte:

His early life. His coronation. The burning of Moscow. The battle of Waterloo. The Duke of Wellington.

Daniel O'Connell:

Catholic Emancipation.
Abolition of Tithes.

Irish Emigration to United States:

Causes: Political; Economic.

The Young Irelanders and Fenians.**Pope Pius IX:**

Loss of Papal states.
The Kingdom of Italy.

Pope Leo XIII.

Gladstone.

Cardinal Newman.

Pope Pius X.

The World War.

The Irish Question Today.

GRADE SEVEN-A.

Subject Matter.—Exploration and Colonization of the Americas.

Plan of Presentation.—Topical.

Explorations:

1. America prior to 1492.
Aboriginal inhabitants.
Indian races. Their manner of life and characteristics.
2. Europe prior to 1492.
Precursors of Columbus: St. Brendan, the Northmen, Lief Ericson, the Vikings.
3. Voyages of Columbus.
Preparation and departure. Discovery. Subsequent voyages.
4. Other explorers: Spanish explorers and claims; Cortez, Ponce de Leon in Florida.
French: France was eager to share in Spanish profit and sent out explorers. Jacques Cartier: Foundation of French Empire in America.
English: Henry VII desired to discover new lands. John Cabot: His discoveries and resultant claims for England.
Dutch: Hudson. His discovery.
Portuguese: Vasco da Gama. His discovery; its effects; the line of demarcation.
Conflicting claims of European nations.
5. Work of early missionaries:
Dominicans, Franciscans, Jesuits. Franciscans and Jesuits in Mexico and California. Jesuits in the north and central lowlands.
Father Jogues and companions.
Work of Father Marquette.

Colonization:

1. Spain in America, 1498-1607.
Spanish colonization in South America and Mexico.
Colonial policy of Spain. Control of colonial government by Spain.
Result of this policy. Slow growth of colonies.
2. English in America.
A detailed account of the following colonies as types:
Virginia: First settlement. Ownership. Colonists.
New England: Plymouth colony. Pilgrims. Objectives. Massachusetts Bay Colony. Puritans. Objectives.

- Maryland: Settlement by the Calverts. The colonists. Object of the colony. Government.
- Pennsylvania: Founder. Colonists. Penn's government. Treaty with the Indians.
- Georgia: Founders of the colony. Object. Colonists. Debtors in the Eighteenth century.
- Rhode Island: Founder. Object.
- New York: Early history. Settlements. Colonists. Dutch governors. Characteristics. Labors. Patroons. Authority. Grants.
- Louisiana: Settlement by French. Name. Extent.
- Struggle for Colonial Empire:
 - King William's War: Causes; results.
 - War of the Successions: Spanish—Causes, results. Austrian—Causes, results.
 - French and Indian War: Causes; claims; trade rivalry. Preparatory steps. Fall of Quebec. Results of the war.
- Development of the Colonies:
 - Eastern Colonies—Population; characteristics.
 - Middle Colonies—Population; characteristics; occupations.
 - Southern Colonies—Population; manners; customs; plantation life; industries; commerce; manufacturing; agriculture.

GRADE SEVEN-B.

Subject Matter: Organization of Government and development of the States.

Plan of Presentation: Topical.

The Revolutionary War:

- Causes—General, remote, proximate.
- Colonial resistance; leaders; minute-men.
- Continental Congresses—First and Second.
- Initial Steps—Washington in command. Declaration of Independence; effect.
- Robert Morris. Burgoyne's invasion; object; failure. Battle of Saratoga; effects.
- Events of 1778—Valley Forge. Foreign assistance. English proposals.
- War in the South—Georgia captured. Noted leaders.
- Other Events—Northwest secured. Winter of 1779-80. Arnold. Green's retreat; engagements; results. Naval Exploits—John Barry, Paul Jones.

Final Campaign—Position of the opponents. Siege of Yorktown; results. Peace.

Organization of the Government:

The Confederation: Original states. Contentions. Trade and financial difficulties. Congress—Articles of Confederation. Powers. Dangers.

The Constitution: Convention of 1787; purpose, sessions. Constitution adopted.

Divisions of Government: Law making, law explaining, law enforcing.

Departments Created by Constitution: Legislative, Executive, Judicial.

State Rights: Powers given to the States; powers withheld.

Rights of the People: Freedom of religion, freedom of speech.

Establishment of the Government:

Washington, first President. Election; inauguration; official appointments; finances; public debt; treasury; taxes; Hamilton and his work.

Domestic Affairs—National capital; political parties; U. S. Mint and Bank; census.

Foreign Affairs—Relations with Great Britain, Spain and France. Retirement of Washington. Troubles with France.

Biographical Sketches—Jefferson, Hamilton, Franklin.

Monroe Doctrine—Revolution of Spanish colonies in America. The "Holy Alliance"; what it meant. Monroe's message of 1823, "Monroe Doctrine"; effects of this message.

Progressive Period:

Territorial Expansion—Louisiana Purchase. Lewis and Clark expedition. Oregon claim.

Foreign Difficulties—African pirates. Difficulties with England. Difficulties with France.

Second War with England—Causes and results. War on land and sea. Results of the War of 1812—Position gained by United States as result of war. Development of home manufactures. Era of good feeling. Slavery. Tariff.

Andrew Jackson, President—Domestic events: Banks. Era of speculation. National growth. Inventions; effects of same.

Important Dates: 1763, 1775, 1776, 1783.

Map Work:

Locate principal places and scenes of the grade work in American History.

Outline maps tracing in color the principal routes and campaigns of the Revolution.

Outline maps showing in colors the early claims of the thirteen colonies.

Maps of the United States, indicating: Northwest Territory, Louisiana Purchase, the Florida Purchase, Oregon Country.

Important Dates: Discovery and Exploration—1492, 1513, 1620, 1763.

Map Work:

Locate principal scenes as met in grade work.

Outline maps of North America and United States, showing in colors homes of Indian families; chief explorations; original, permanent settlements; scenes of labors of early missionaries.

SYLLABUS FOR SEVENTH AND EIGHTH GRADES

History in these grades is taught largely by an outline or topical method. Lessons should be assigned by topics, not by pages or paragraphs.

Connect the work of the two previous years by reviewing the European influences that affected early American explorations and colonizations.

Pupils are now ready for a formal study of United States History in its causal relationships. Teachers should bear in mind that one of the fundamental purposes of any course of study in American History at this stage should be to present a clear and unbroken view of the history of these United States, from their origin to the present time. Avoid going into details of every topic. Aim rather to build up a perspective of American History in the minds of the pupils.

Encourage pupils to collect pictures, clippings, etc., illustrative of the various topics under discussion.

Train the children of this age to do some simple research work. Individual reports presented to the class should form a part of the regular instruction, and the pupils should be questioned on their contents.

No successful teaching of history can be accomplished

without the constant use of maps. Have pupils trace the routes of explorers; show on outline maps increase of territory, etc. Good wall maps and charts for the purpose of establishing geographical relationships are essential.

A few dates of historical significance should be memorized. Dates are landmarks; therefore, they should not be regarded as separate facts, but as a means of tracing the course of events.

When the children reach the grammar grades, every encouragement should be given them to read good historical fiction. There is scarcely a historical episode of importance which has not been dealt with by writers of ability. A collection of such books should be in every school library.

Recommended Texts for Pupils:

Lawler's Essentials of American History.
History of the United States (McCarthy).
History of the United States (O'Hara).
History of the United States (McMaster).
New Century History (Eggleston).
School History of United States (Barnes).
History of United States (Franciscan Sisters).
History of the American People (Beard and Bagley).

GRADE EIGHT-A.

Subject Matter.—The Mexican War. California. Civil War. National Development.

Plan of Presentation: Topical.

The Mexican War:

Causes: Remote, proximate.
Treaty: Conditions; results.

California:

Early History—Spanish exploration.
Mission Period—Jesuits: Father Kino and Father Salvatierra. Franciscans: Growth and development; Father Junipero Serra and companions.
Secularization—Spanish California (Pueblo and Presidio). Mexican control (ranch life). Russia's claims on the Pacific Coast.
Bear Flag Republic. United States territory.
California, the State—Establishment of law and order.
Discovery of gold. The days of '49. Adopting a constitution.

The Vigilantes in San Francisco.
Building of the Union Pacific Railroad.
The Golden Star in the Flag—Natural riches and resources of California. Effects of rapid settlements.
California's case in the Omnibus Bill. Slavery question in California.

Civil War:

Causes: Remote and immediate.
Lincoln-Douglas debate.
Election of Lincoln; significance.
The situation in 1861; North and South.
Defense of Washington. Plans against Washington.
Lee's invasion. Gettysburg. Emancipation. Naval movements. Peace.
Lincoln, a national martyr.

Reconstruction of the Union:

Results of the Civil War; cost in men and money.
Amendments to the Constitution.
Difficulties in the Southern States.
Alabama claims.
Purchase of Alaska.

National Development:

Growth of the West; causes.
Southern Policies—Civil service laws; the new South; manufacturing; tariff questions.
Territorial Acquisitions—Gain of territory since 1803.
Hague Tribunal.
Spanish War: Causes; results.
Panama Canal opened to commerce.
America in the World War.
Woman suffrage.

Inventions:

Works of principal scientists.
Life sketches of famous inventors.

General Recapitulation:

General topics may form the program of review.
Stress the progress of the last century.
Early days of our history. Territorial acquisitions and explorations. Slavery.
Development of commerce. Inventions. Tariff laws.
Give special attention to review of California history.

Important Dates: 1850, 1861, 1865, 1914, 1917. Review dates learned in preceding grades.

Map Work:

Locate important places as met in the grade work. Map of the world, showing, in colors, the possessions of the United States.

Map of the United States showing Texas and the Mexican Sessions.

Recommended Texts for Pupils:

Lawler's Essentials in American History.

History of the United States (McCarthy).

History of the United States (O'Hara).

A History of the United States (Franciscan Sisters).

Our Country in Story.

School History of the United States (McMaster).

New Century History (Eggleston).

School History of the United States (Barnes).

History of the American People (Beard and Bagley).

Story of Old Europe and Young America (Mace-Tanner).

History of the United States (Mace).

Pupils' Reference List:

Division and Reunion (Wilson).

General Lee (Lee).

Expansion (Strong).

The War With Spain (Brooks).

The Rescue of Cuba (Draper).

The Last Quarter of a Century (Andrew).

America as a World Power (Latone).

National Development (Sparks).

History of California (Bandini).

California the Golden (Hunt).

GRADE EIGHT-B (Second Semester).

CIVICS.

The purpose of this course is to give a simple exposition of the manner in which the governments of the city, state and nation are organized, and to awaken in each pupil an interest and a sense of personal responsibility in affairs that affect the city, state and nation.

Municipal Government.

City Organization.—City Hall; its purpose. The Mayor; his duties. Other officials. City Boards, Courts and City Ordinances.

Fire Department.—Its necessity. Causes and prevention of fires. Protection of children in schools. Fire escapes and fire drills.

Police Department.—Preservation of law and order. Protection of life and property.

Health Department.—City Board of Health. Protection against spread of disease. Medical inspections. City garbage. City water supply. Parks and playgrounds. City hospitals.

Department of Education.—Public schools. Private schools. How both are supported. Board of Education. Necessity of education. Public libraries. How to profit by them.

Street Department.—Benefit resulting from organized street cleaning. Street lighting. Collecting refuse matter. Care of lawns. Disfigurement of fences and buildings by children.

County Government Officials.

State Government.

- (a) Legislative Department—Senate. Assembly. Election and duties of members.
- (b) Executive Department—Governor; his duties and powers. Other officials.
- (c) Judicial Department—Courts. Judges.

National Government.

Constitution:

Legislative Department—Congress composed of a Senate and a House of Representatives.

Executive Department—The President; his duties. The Cabinet; their offices.

Judicial Department—Various courts.

The Declaration of Independence.

Recommended Texts for Pupils:

- The Young American (Hudson).
- Lessons for Junior Americans (Hill).
- The Community and the Citizen (Dunn).
- Our Government (Macy).
- School Civics (Boynton).
- City, State and Nation (Nida).
- The Government (Clark).

Community Civics (Hughes).

My Country (Turkington).

Community Civics (Hill).

Pupils' Reference List:

Civil Government in California (Sutton).

Civics (McCarthy).

Government and the Citizen (Ashley).

Government in the United States (Garner).

Town and City (Jewett).

American Citizenship (Beard).

Elements of Government (Stickles).

The Citizen and the Republic (Woodburn and Morgan).

The Young Citizen (Dole).



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